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ABSTRACT

This annotated bibliography is derived from the ERIC system and includes citations on the "exceptional" - - a wide range of people capable of benefiting from special programs. Current trends (data search from November 1966 through May 1978) are examined, together with five main implications for counselors: (1) the need to establish a relationship with the family of the exceptional person; (2) judicious use of tests and evaluations; (3) the development of skills in teacher consultation techniques; (4) the development of skills in helping handicapped and non-handicapped students relate to each other; and (5) maintenance of an awareness of current research findings. The literature cited addresses all aspects of the life and well-being of the exceptional person, from schooling and employment to leisure activities and community involvement. (Author/LP)

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COUNSELING THE EXCEPTIONAL: HANDICAPPED AND GIFTED

searchlight

Relevant Resources in High Interest Areas

Beverly Pritchett & Adrian J. Baker

ERIC

CG 013161

COUNSELING THE EXCEPTIONAL: HANDICAPPED AND GIFTED

Beverly Pritchett & Adrian J. Baker

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through May 1978

The work presented herein was performed pursuant to a contract from the National Institute of Education Department of Health, Education, and Welfare under the direction of

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE

School of Education
The University of Michigan
Ann Arbor, Michigan

1978

INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. This year we have gone one step further.

Choosing the nine topics which were in most demand by our ERIC users, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

The nine areas chosen for this special treatment are the following:

Divorce and One-Parent Family Counseling

Career Resource Centers

Counseling the Exceptional: Handicapped and Gifted

Violence in the Schools

Career Development: Programs and Practices

Group Guidance

Evaluation of Counselor Effectiveness

Mid-Career Change: An Overview of Counseling Practices and Programs

Counseling for Preretirement

The computer search is included in each Searchlight as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these Searchlights are slightly different from the others. The ones entitled "Mid-Career Change" and "Counseling for Preretirement" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series of Searchlights and previous ones. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

Libby Benjamin
Associate Director, ERIC/CAPS

COUNSELING THE EXCEPTIONAL: HANDICAPPED AND GIFTED

Beverly Pritchett and Adrian J. Baker

Today's concern with exceptional children and adults is not restricted to the mentally retarded, emotionally disturbed, or physically handicapped. A host of circumstances may cause people to be labeled "exceptional," including the fact that they are unusually bright or talented. In addition, health problems such as epilepsy, heart disease, or genetic disease may cause people to be declared exceptional.

Which people are exceptional?

Seemingly, the single characteristic shared by all members of this category is that all are likely to profit from special counseling, educational programs, life skills training or family interventions. More and more, these special services are being viewed not as privileges but as rights. The question is not whether to develop programs for the exceptional, but how to go about it as effectively as possible.

Current literature addresses all aspects of the life and well-being of the exceptional person, from schooling and employment to leisure activities and community involvement. The ultimate aim is to give all individuals the best possible opportunity to develop their potentials to live fruitful, satisfying lives.

Issues and Trends

One issue that becomes especially important in dealing with exceptional students is vocational training. An approach frequently used with mentally handicapped students is

that of on-the-job training and work experience programs (ED 034 042, ED 018 888). These may be carried out in association with sheltered workshops or public school programs. On-the-job training is best offered as part of a total program of simulated work tasks, counseling, and appropriate job placement (ED 023 855). Evidence that such programs may help overcome social prejudice against hiring the handicapped was presented by the Community College of Baltimore Epilepsy Education Program (ED 130 682). This program offered active recruitment, supportive counseling, pragmatic job training, referral and placement, and intensive follow-up procedures.

vocational development

Certain rehabilitative agencies, in response to Public Law 93-112, the Rehabilitation Act of 1973, provide postemployment services for their clients to aid them in maintaining a successful ongoing relationship in the work community (ED 108 432).

One author suggests (ED 051 525) that many vocational difficulties experienced by handicapped students arise from limited developmental experiences resulting from their handicaps. An imperative for counselors is to encourage and assist the family, school, and community in providing equalizing experiences for the handicapped student.

Fully as important as vocational development for the handicapped is the ability to use leisure time constructively. Design or adaptation of equipment is only part of the problem; the attitudes of the handicapped must be considered as well, and sometimes special strategies can be used to enhance leisure participation by handicapped persons (ED 123 867). The Ramapo (New Jersey) College (ED 136 675) integrated barrier-free construction into

use of leisure time

its original architectural design (based partly on input from the handicapped student community). Leisure activities are an essential part of their total program, providing for recreation as well as fitness. Facilities include a weight room, gymnastic apparatus, wrestling mats, and a swimming pool equipped with a special lift.

For those working with exceptional students it is necessary to be sensitive to the needs and frustrations of the students' parents and family, as well as those of the students themselves. It was found (EJ 023 296) that counselors should be cognizant of different concerns relating to children's college plans which were expressed by parents of both able-bodied and handicapped students. Parents of handicapped students are more concerned with the physical capability and handicapping conditions of their children, whereas the parents of able-bodied students seem more interested in the educational-vocational problems which their children might encounter.

Another aspect of parent counseling involves working with mothers of learning disabled children (EJ 044 911). Feelings of anger, guilt, and inadequacy which mothers of learning disabled children frequently experience are precisely those feelings which cause them to be simultaneously overprotective and permissive with their children. Once the counselor helps the mother to accept the legitimacy of her fears and frustrations, they can work together in developing intervention strategies to employ on a daily basis in the home.

family and parent counseling

Other authors (EJ 130 680, EJ 134 310) discuss the sexual needs and problems of the

handicapped person. Both articles present evidence that the barriers created by physical and developmental problems can be overcome. Effective counseling that encourages sexual expression between handicapped persons and their partners can lead to a sexually satisfying relationship for the couple. Until recently, society's inability to recognize or understand the normalcy of sexual needs among the handicapped has created a difficult environment for successful sexual counseling. However, both authors feel these attitudes are changing in a positive direction.

sexual counseling

On a larger scale, the community and the church provide services and perform roles which are important to the well-being of exceptional persons. A text written primarily for social workers (ED 027 670) outlines the needs of the mentally retarded. Some aspects discussed are causes and manifestations, evaluation and planning, and special-use community services, as well as services to the retarded person's family.

community relationships

Another perspective to consider--in this instance, as it concerns communication with deaf persons--is that perhaps it is not necessarily the handicapped person but the nonhandicapped one who should bear the burden of responsibility in establishing and developing effective communication (ED 036 013). Acting on this premise, many aspects of deaf persons' lives could change dramatically. Self-concept could be more fully developed, employment and underemployment problems could be rectified because of increased sensitivity of the employer, and the need for independence and integration into the community and church could be successfully realized.

An important issue addressed by churches is that of ministry to the mentally retarded. Religious consciousness and Christian education of the retarded are a high priority, in addition to the church's relationship to social welfare and its ministry in institutions.

church's role

Programs

The number and variety of program descriptions available demonstrate the importance of the individual approach in dealing with exceptional students. Each school or community must tailor its program to fit the needs of its students as well as its own resources. Space permits only a few programs to be described here; the interested reader will find many more listed on the following pages.

Acceleration, counseling, enrichment and special classes are some of the approaches which have been taken in educating gifted children (ED 019 763, ED 038 824). In California's Project Talent (ED 034 353), outstanding students were selected during the second grade; they attended a special accelerated summer program, and entered fourth grade the following fall. An extremely important role in the total process was played by the counselor, who helped select pupils for individual placement, observed students in summer programs, and offered counseling during and after the transition to fourth grade.

gifted

A school program for children with learning and behavioral disorders (ED 040 557) was based on community volunteers whose function was primarily to develop warm, supportive relationships with the children. Many volunteers also worked in academic areas. Although teacher assistance was available, it was not mandatory, and they were free to use any materials

learning and behavioral disorders

or teaching methods they chose. The children's gains in self-esteem and improved interpersonal relationships were at least matched by the satisfaction of the volunteers, 31 of whom (out of a total of 37) were eager to continue the program after evaluation.

visually handicapped

Preparation for entry to college, which can be threatening to any high school student, is sometimes especially difficult for the handicapped. A program sponsored by Arkansas Enterprises for the Blind (ED 039 658) attempted to ease some of the problems by offering a summer orientation for the visually handicapped. The program incorporated a busy social schedule with academic instruction, mobility training, and techniques of daily living. Among other results, it was found that students participating in the program emerged with better overall self-concepts than a control group who did not participate.

mentally retarded

As trends toward mainstreaming increase and government mandates require provision of services for all exceptional students, the importance of the counselor in the schools increases proportionally. Recent experimental programs suggest that mentally retarded students, long felt incapable of profiting from counseling services, can indeed benefit from such activities (ED 104 088, ED 110 900). Problems frequently experienced by developmentally disabled adult workers, such as inability to make decisions, lack of initiative, and inappropriate social behavior, can be addressed at a much younger age. One program model (ED 110 900) suggested incorporating group counseling, individual counseling, classroom guidance activities, behavior modification techniques, and parent programs. This

model suggested not eliminating ordinary activities, but carrying them out in "slow motion"--removing abstractions, dealing with concrete concepts, and using shorter time spans on a daily basis.

Students who are physically handicapped may require a different kind of intervention. New York's Bureau of Education for the Physically Handicapped offers a city-wide program (ED 051 609) for orthopedically handicapped and "lowered-vitality" students. Emphasis is on adapting the regular school program to fit individual needs; thus some students may follow almost regular class schedules, with adjustments such as additional rest periods, special diet requirements, and occasional relief from the tension of competing with normally vigorous children. Other students may need considerably more modification in their schedules, such as special health conservation classes (New York has at least one per borough, including special transportation facilities). These classrooms may have handrails, wash basins, and special equipment such as electric typewriters. A similar philosophy has been carried out on some college campuses as well (EJ 124 231, ED 136 675).

physically handicapped

Some programs are targeted to very specialized populations, such as one aimed at emotionally disturbed deaf students (ED 135 164) and carried out at a residential school for the deaf. The goal was to support the emotional and social growth of the 15 students involved, and to promote integration into the social and academic mainstream. The base of the program was a Resource Room, run by a therapist, which children attended for varying amounts of time during the school day. It contained separate activity areas for independent

deaf

and small-group participation. Treatment goals were established for each child; the results were "substantial changes in the behavior and personality development of the student...in the school and home."

Implications for Counselors

In these days of tightening budgets and large-scale program cuts, it is pleasant to hear of positive steps that can be taken to improve the lot of exceptional students without major expense. As Baker points out (EJ 144 409), "the mainstreaming of exceptional students does not create a need for a new type of counsellor, but rather for regular counsellors who are knowledgeable about the special needs of the handicapped and who can apply their counselling techniques to help them." Both counselor educators and practicing counselors should take note of the following suggestions, which are important for any counselor of handicapped or gifted students (EJ 144 409).

(1) Establish a relationship with the parents and other family members. This will benefit the counselor by helping him understand more about the student's home environment. And he in turn may be able to offer counseling, referral, or other services to the parents.

(2) Use tests and evaluations judiciously. Avoid procedures which unfairly penalize the handicapped student. Many standardized instruments can be adapted--for instance, by administering them in Braille or using tapes. The testing process should facilitate the student's integration into an appropriate school program; the "least restricted environment." It should not be just another failure experience.

(3) Develop skills in teacher consultation techniques. Disruptions--often unavoidable ones--caused by handicapped students may be perceived by teachers as threatening to their self-confidence. Challenges presented by gifted students may be equally disconcerting. The counselor may be called upon to help such teachers learn to understand their own capabilities as well as those of their students.

(4) Develop skills in helping handicapped and nonhandicapped students relate to each other. This will involve using various techniques to help the former cope with feelings of depression or resentment, and the latter to deal with feelings of guilt.

(5) Maintain awareness of current research findings, counseling methods, and program models. By staying alert for new ideas, counselors can provide themselves with a steady flow of information and insights into the strengths and problems of the exceptional individual.

Summary

Major changes in attitudes toward the exceptional individual are apparent. This is evidenced by the increasing attention being paid to the needs of the exceptional in the form of special services such as counseling, modification of educational programs, integration into the community, and provision of recreational facilities. As the literature reviewed has demonstrated, physical and emotional differences need not create barriers between people. These differences can be viewed positively, resulting in more open and empathetic relationships. As the preceding section suggests, the responsibility for understanding and helping to bring about such open, positive relationships is a primary challenge for school and agency counselors.

Print 97/5/1-155
DIALOG File1: ERIC 66-MAY78 (Item 1 of 155) User1210 17may78

EJ169924 EC100481
A Structured Group Counseling Format for Rehabilitation Settings
Roessler, Richard; And Others
Rehabilitation Literature, 38, 6/7, 193-5 Jun/Jul 77
Described is Personal Achievement Skills Training skill-based approach to group counseling for rehabilitation personnel. (CL)
Descriptors: *Handicapped/ *Rehabilitation Counseling/ *Group Counseling/ Counseling/ Counseling Effectiveness/ Teaching Methods

EJ162284 EC091818
Birth Defects and Visual Impairment
Zimmerman, David R.
Journal of Visual Impairment and Blindness, 71, 1, 2-12 Jan 77
Epidemiological studies on birth defects and blindness that may be of research or practical value to blindness workers are surveyed. (Author)
Descriptors: *Congenitally Handicapped/ *Blind/ *Etiology/ *Genetics/ *Incidence/ Exceptional Child Research/ Visually Handicapped/ Research Reviews (Publications)/ Prevention/ Counseling

EJ153674 EC090875
The Pediatrician and Genetic Screening (Every Pediatrician a Geneticist)
Pediatrics, 58, 5, 757-64 Nov 76
Descriptors: *Congenitally Handicapped/ *Genetics/ *Medical Evaluation/ *Screening Tests/ Exceptional Child Services/ Heredity/ Counseling/ Reports/ Definitions

EJ144417 CG510951
Guidance for the Gifted
Ziv, Avner
School Guidance Worker, 32, 1, 45-47 Sep 76
The author examines some of the problems encountered in counseling academically gifted students. (HMV)
Descriptors: *Gifted/ *Exceptional Students/ *Talented Students/ *Counselor Role/ *Counseling/ Vocational Counseling/ Secondary Education/ Guidance Services
Identifiers: *Israel

EJ144414 CG510948
Special Education and Counselling Services in Secondary Schools
Lambie, William J.
School Guidance Worker, 32, 1, 27-30 Sep 76
The author describes the counselor's role in providing special services for exceptional students. (HMV)
Descriptors: *Special Education/ *Counseling/ *Exceptional Child Education/ *Exceptional Students/ *Counselor Role/ *Exceptional Child Services/ Secondary Education/ Program Descriptions

EJ144410 CG510944
Counseling the Academically Bright
Pace, Clare
School Guidance Worker, 32, 1, 10-11 Sep 76
The author examines the role of the counselor in dealing with academically gifted students. (HMV)
Descriptors: *Counseling/ *Exceptional Students/ *Gifted/ *Talented Students/ *Counselor Role/ State Of The Art Reviews/ Elementary Secondary Education

EJ144409 CG510943
Preparing School Counsellors to Work with Exceptional Students
Baker, L. Doris
School Guidance Worker, 32, 1, 5-9 Sep 76
The author describes the counselor's role in working with handicapped students and points out some necessary requirements in this area for counselor preparation programs. (HMV)
Descriptors: *Counseling/ *Handicapped Students/ *Exceptional Students/ *Counselor Role/ *Exceptional Child Education/ *Helping Relationship/ State Of The Art Reviews/ Elementary Secondary Education

EJ139426 EC081870
Counseling and Psychotherapy with the Visually Impaired: An Annotated Bibliography
Vander Kolk, Charles J.
New Outlook for the Blind, 70, 3, 109-15 Mar 76
Descriptors: *Visually Handicapped/ *Bibliographies/ *Publications/ *Psychological Characteristics/ *Therapy/ Exceptional Child Education/ Psychotherapy/ Counseling

DIALOG File1: ERIC 66-MAY78 (Item 9 of 155) User1210 17may78

EJ139110 CG510300
Counseling With the Mentally Handicapped Child
DeBlassie, Richard R.; Coxan, Mary Ann
Elementary School Guidance and Counseling, 10, 4, 246-252 May 76
The authors discuss the needs of educable mentally handicapped children and their rights for counseling services. Counseling should start at the elementary school level and should be directed to the emotional and educational problems these children face. The counselor should be educated in the field of exceptional children. (Author/SE)
Descriptors: *Educable Mentally Handicapped/ *Counseling/ *Counselor Functions/ *Emotional Problems/ *Exceptional Children/ Elementary School Students/ Group Counseling/ Self Concept/ Educational Problems/ Children/ State Of The Art Reviews

EJ136164 EC081346
Modeling: Research with Implications for Special Education
Cullinan, Douglas; And Others
Journal of Special Education, 9, 2, 209-21 Sum 75
The phenomenon of imitation is seen to be a powerful but underemployed rehabilitation strategy for use in special education. (Author/DB)
Descriptors: *Handicapped Children/ *Teaching Methods/ *Imitation/ Exceptional Child Research/ Elementary Secondary Education/ Behavior Problems/ Counseling/ Cognitive Development/ Self Control/ Language Development

EJ134310 CG509937
Human Sexuality and the Handicapped
Schneider, Edith Povar
Personnel and Guidance Journal, 54, 7, 378-380 Mar 76
The author, who is physically handicapped herself, maintains that society must be reeducated so that the handicapped can discuss and fulfill their needs and emotions, psychologically as well as sexually. She presents some methods for counseling handicapped clients. (Author/HMV)
Descriptors: *Sexuality/ *Counseling/ *Handicapped/ *Physically Handicapped/ *Counselor Role/ State Of The Art Reviews/ Normalization (Handicapped)/ Individual Needs/ Psychological Patterns

EJ131023 EC080465
Alternative Schools Answer to the Gifted Child's Boredom
Hymes, Rita W.; Bullock, Franklin O.
Gifted Child Quarterly, 19, 4, 340-5 Win 75
Descriptors: *Gifted/ *Program Evaluation/ *Student Attitudes/ *Age Differences/ *Educational Alternatives/ Exceptional Child Research/ Secondary Education/ Enrichment/ Counseling/ Self Concept

EJ130680 CG501655
Sexual Counseling with Spinal Cord-Injured Clients
Miller, Donald K.
Journal of Sex and Marital Therapy, 1, 4, 312-318 Sum 75
Spinal cord-injured clients have many fears and misapprehensions about their sexual functioning. Such misapprehensions can be helped by the counselor's willingness to discuss sexual issues openly. Clients need a clear and accurate picture of the facts, as well as encouragement and support to help them rediscover their sexuality. (Author)
Descriptors: *Sexuality/ *Counselor Role/ *Handicapped/ *Physically Handicapped/ Counseling/ Physical Characteristics/ Helping Relationship/ Special Health Problems/ State Of The Art Reviews

EJ126357 JC501071
Single Step for Handicapped
Low, John
Community and Junior College Journal, 46, 3, 18-21 Nov 75
Describes the "Single Step" program for handicapped adults at Dundalk Community College (Maryland), which consists of 15 one day per week sessions of testing, skills training, guidance, and counseling. (NHM)
Descriptors: *Junior Colleges/ *Handicapped Students/ *Vocational Counseling/ *Adult Students/ Physically Handicapped/ Counseling/ Mentally Handicapped/ Small Group Instruction/ Self Concept/ Vocational Education
Identifiers: Dundalk Community College

EJ124231 EC072939
Facilities and Services for Handicapped Students at Colleges in Hawaii
Akamu, Tom
Rehabilitation Literature, 36, 5, 134-8 May 75
Descriptors: *Handicapped Children/ *State Surveys/ *Architectural Barriers/ *Counseling/ Exceptional Child Services/ Undergraduate Study/ Physically Handicapped/ Visually Handicapped/ Mobility Aids/ Tutoring
Identifiers: Hawaii

DIALOG File1: ERIC 66-MAY78 (Item 16 of 155) User1210 17may78

EJ109351 EC070334
A Mother and Father of a Gifted Child Find the Helping Professions Helpless
Gifted Child Quarterly, 18, 2, 110-1 Sum 74
Descriptors: *Gifted/ *Parents/ *Professional Personnel/ *Evaluation/ Exceptional Child Education/ Counseling

EJ105950 EC062696
Nonverbal Communication and Aphasia Therapy
Chester, Sondra L.; Egolf, Donald B.
Rehabilitation Literature, 35, 8, 231-3 Aug 74
Descriptors: *Exceptional Child Research/ *Learning Disabilities/ *Aphasia/ *Nonverbal Communication/ *Therapy/ Behavior Patterns/ Professional Personnel/ Nonprofessional Personnel/ Family Attitudes/ Counseling/ Counselor Training/ Communication Problems

EJ104268 EC062321
Effects of a Personal Adjustment Training Group Counseling Program
Zisfein, Laura; Rosen, Marvin
Mental Retardation, 12, 3, 50-3 Jun 74
Four verbal measures and three behavioral measures were used to assess the effectiveness of a structured group counseling program for 25 mentally handicapped persons. (GW)
Descriptors: *Exceptional Child Research/ *Mentally Handicapped/ *Counseling Effectiveness/ *Personal Adjustment/ Counseling/ Verbal Communication/ Behavior Patterns

EJ104238 EC062291
A Summer Program for College Bound Students
Rossi, Peter, Jr.; Fagan, John
Education of the Visually Handicapped, 6, 2, 44-8 May 74
Described is a 1-month residential summer program for blind and partially-seeing high school students to provide pre-college preparation and experience on an actual campus. (LH)
Descriptors: *Exceptional Child Education/ *Visually Handicapped/ *Seniors/ *Visually Handicapped Mobility/ *College Preparation/ Blind/ Partially Sighted/ Counseling/ Summer Programs/ Program Descriptions

EJ102711 EC062218
What's Wrong With This Town?
Schleifer, Maxwell J.
Exceptional Parent, 4, 3, 31-5 May/Jun 74
The case study of the adjustment problems of an adolescent blind boy and his family after moving to a new town are told from the points of view of each parent, the boy, and the counselor. (DB)
Descriptors: *Exceptional Child Education/ *Blind/ *Case Studies (Education)/ *Family Problems/ *Adjustment Problems/ Visually Handicapped/ Adolescents/ Counseling

EJ102674 EC062068
"I'm Driving Everybody Crazy"
Schleifer, Maxwell J.
Exceptional Parent, 4, 1, 40-3 Jan/Feb 74
The case history presents the views of an elderly couple toward their children, their handicapped grandson, aging, and plans for the future. (DB)
Descriptors: *Exceptional Child Education/ *Age/ *Parent Child Relationship/ *Case Studies/ *Counseling/ Handicapped Children/ Older Adults/ Personal Adjustment

EJ102656 EC061976
USA in the 70's--A Look at the Learning-Disabled Child
Consilia, Mary
Academic Therapy, 9, 5, 301-8 Spr 74
The learning disabled child needs understanding, structure, and assimilation to develop his potential. (DB)
Descriptors: *Exceptional Child Education/ *Learning Disabilities/ *Educational Needs/ *Counseling/ *Student Placement/ Task Analysis/ Regular Class Placement/ Individualized Instruction

EJ101008 EC061689
K.I.S.S. and Kids: A Mandate for Prevention
Bower, Eli M.
American Journal of Orthopsychiatry, 42, 4, 556-65 Jul 72
Described is development and content of the Peer Counseling Program which trained 175 students to help other students with personal problems or situational stress in the Palo Alto (California) secondary schools. (Author/MC)
Descriptors: *Exceptional Child Education/ *Emotionally Disturbed/ *Program Descriptions/ *Training Techniques/ Behavior Problems/ Secondary School Students/ Counseling/ Peer Relationship/ Evaluation
Identifiers: *Peer Counseling

DIALOG File1: ERIC 66-MAY78 (Item 24 of 155) User1210 17may78

EJ099552 EC061681
A Comparison of Three Group Approaches to Under-Achieving Children
Barcai, Avner; And Others
American Journal of Orthopsychiatry, 43, 1, 133-41 Jan 73
Descriptors: *Exceptional Child Research/ *Underachievers/ *Intervention/ *Educational Methods/ *Performance Factors/ Disadvantaged Youth/ Elementary School Students/ Effective Teaching/ Evaluation/ Remedial Instruction/ Counseling/ Art/ Classroom Environment

EJ099474 EC061595
Confrontation Counseling: A New Dimension in Group Counseling
Kaplan, Sidney; Williams, Mary Jane
American Journal of Orthopsychiatry, 42, 1, 114-8 Jan 72
Descriptors: *Exceptional Child Services/ *Counseling/ *Mothers/ *Professional Personnel/ *Graduate Students/ Mentally Handicapped/ Institutional Personnel

EJ099466 EC061586
Cross-Disciplinary Approach to Teaching Career Guidance
Jepsen, David A.; Retish, Paul M.
Exceptional Children, 40, 7, 514-6 Apr 74
A cross-disciplinary course in career guidance for special and regular teacher education students integrated seminar methods and practicum experiences. (DB)
Descriptors: *Exceptional Child Education/ *Teacher Education/ *Counseling/ *Interdisciplinary Approach/ *Career Education/ Handicapped Children/ Special Education Teachers/ Course Objectives

EJ073170 EC051039
Four Process Variables in Counseling with Mentally Retarded Clients
Stone, Saribenne; Coughlan, Philippa M.
American Journal of Mental Deficiency, 77, 4, 408-14 Jan 73
Investigated were interactive changes in the verbal behavior of three counselors and six institutionalized adolescent and young adult educable mentally handicapped during early (2nd) and later (9th) counseling interviews. (Author/DB)
Descriptors: Adolescents/ *Behavior Patterns/ *Counseling/ Counselors/ *Educable Mentally Handicapped/ *Exceptional Child Research/ Interviews/ Mentally Handicapped/ *Verbal Communication/ Young Adults

EJ069886 EC050868
Counselling Retinal Detachment Patients. A Review of Research and Practice: July 1965-June 1971
Farley, Annette D.
Sight-Saving Review, 42, 3, 157-75 F 72
Descriptors: Age Differences/ *Counseling/ Counselor Role/ *Emotional Adjustment/ Medical Treatment/ *Services/ *Social Workers/ *Visually Handicapped

EJ068309 VT504223
Rehabilitating the Physically Handicapped: The Williamsport Story
Carol, Kenneth E.
American Vocational Journal, 47, 8, 36-38 Nov 72
Descriptors: Counseling/ *Educational Therapy/ Human Services/ *Physically Handicapped/ Rehabilitation Centers/ *Rehabilitation Programs/ *Vocational Rehabilitation/ Vocational Training Centers
Identifiers: *Williamsport Area Community College

EJ068226 EC050471
A Follow-Along Service for the MR
Rydell, Charlene
Mental Retardation, 10, 5, 12-14 Oct 72
Described is a program in which social workers operate outside traditional agency structures to insure that mentally retarded clients receive services they need at the proper time, to inform clients about available services, to provide supportive counseling, and to maintain continuous contact through the various stages of each client's life. (GW)
Descriptors: *Counseling/ *Exceptional Child Services/ *Followup Studies/ *Mentally Handicapped/ *Social Workers

EJ059040 EC041912
Helping Parents of Children with Learning Disabilities
Adamson, Willian C.
Journal of Learning Disabilities, 5, 6, 326-30 Jun-Jul 72
Described is a three dimensional approach to helping parents of learning disabled children which includes educative counseling, interpretive counseling, and habilitative involvement of parents. (KW)
Descriptors: Counseling/ *Exceptional Child Services/ *Learning Disabilities/ *Parent Counseling/ *Parent Role

DIALOG File1: ERIC 66-MAY78 (Item 32 of 155) User1210 17may78

EJ059037 EC041850
Aural Rehabilitation of the Elderly
Harless, Edwin L.; Rupp, Ralph R.
Journal of Speech and Hearing Disorders, 37, 2, 267-73 May 72
Descriptors: *Aurally Handicapped/ *Counseling/ *Lipreading/ *Older Adults/ Program Descriptions/ *Services

EJ047317 EC040450
Some Implications of the Use of Videotape at Mental Health Services for the Deaf
Cottrell, Arline
Journal of Rehabilitation of the Deaf, 5, 2, 15-20 Oct 71
Descriptors: *Aurally Handicapped/ Counseling/ *Exceptional Child Services/ *Mental Health Clinics/ *Psychotherapy/ Research Utilization/ *Video Tape Recordings

EJ045942 EC040247
The Case Study Approach in an Agency for the Blind
Dover, Frances T.
New Outlook for the Blind, 65, 9, 298-306 Nov 71
The psychosocial approach in social casework is described, and illustrated in use in three case situations involving newly blinded persons experiencing problems adjusting to their loss. (KW)
Descriptors: Adults/ Agency Role/ Blind/ *Case Studies/ *Counseling/ *Social Workers/ *Visually Handicapped

EJ044911 CG503513
Counseling with Mothers of Exceptional Children
Kaplan, Bert L.
Elementary School Guidance and Counseling, 6, 1, 32-36 Oct 71
It is possible for elementary school guidance counselors to help mothers of exceptional children face the severe reality demands they experience as internal turmoil marked by anger guilt and self depreciation. Once their feelings have been elicited and legitimized exploration of how feelings influence behavior toward children becomes possible. (Author)
Descriptors: Counseling/ *Elementary School Counselors/ *Exceptional Children/ Learning Disabilities/ *Mothers/ *Parent Attitudes/ *Parent Counseling

EJ044351 EC033247
Clearinghouse: The Special Education Counselor: A New Role
Hansen, Carl E.
Exceptional Children, 38, 1, 69-70 Sep 71
Descriptors: Counseling/ *Counselor Role/ *Exceptional Child Education/ *Handicapped Children/ Professional Personnel

EJ044298 CG503527
Counseling the Mentally Retarded: A Behavioral Approach
Gardner, William I.; Stamm, John M.
Rehabilitation Counseling Bulletin, 15, 1, 46 Sep 71
The conceptual and methodological aspects of various systems of counseling and psychotherapy are evaluated in relation to characteristics of the mentally retarded. A behavioral approach to modification of problem behaviors is presented as an alternative to the range of counseling and psychotherapy approaches reviewed and considered ineffective and inefficient. (Author/BY)
Descriptors: *Behavior Change/ Behavior Problems/ *Behavioral Counseling/ Counseling/ *Mental Retardation/ *Mentally Handicapped/ Psychotherapy

EJ039368 EC032462
The School Vision-Care Program
Heinsen, Arthur C., Jr.
Academic Therapy Quarterly, 6, 4, 417-22 Sum 71
The use of an optometric consultant to evaluate a student's educational handicap relating to vision is discussed. (CD)
Descriptors: Counseling/ *Exceptional Child Education/ *Optometrists/ Vision Tests/ *Visually Handicapped

EJ038008 EC032314
Group Counseling with the Blind
Miller, William H.
Education of the Visually Handicapped, 3, 2, 46-51 May 71
Descriptors: *Blind/ Counseling/ Counselor Role/ *Exceptional Child Services/ Group Structure/ *Group Therapy/ *Visually Handicapped

EJ029896 EC031120
A Novel Group Approach to School Counseling
Humes, Charles W., Jr.
Training School Bulletin, 67, 3, 164-71 Nov '70
Descriptors: Counseling/ Educable Mentally Handicapped/ *Exceptional Child Research/ *Group Therapy/ *Mentally Handicapped

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EJ026902 EC030402
Adolescents as Mothers: Results of a Program for Low-Income Pregnant Teenagers with Some Emphasis upon Infants' Development
Osofsky, Howard J.; Osofsky, Joy D.
Amer J Orthopsychiat, 40, 5, 825-34 Oct '70
Descriptors: Adolescents/ Child Development/ Counseling/ *Disadvantaged Youth/ Educational Programs/ *Exceptional Child Services/ Females/ Interdisciplinary Approach/ Medical Services/ *Unwed Mothers

EJ023296 CG501581
Concern for College Students Among Parents of Handicapped and Able-Bodied Students
Gust, Tim
Rehabil Counseling Bull, 13, 4, 343-348 Jun '70
This study compares a sample of parents of able-bodied (PAB) with parents of handicapped students (PHS) more directly with respect to concerns regarding their children's college plans. Results indicate that counselors who work with parents of students planning for and attending college should be aware of differences in concern expressed by PAB and PHS. (Author)
Descriptors: *College Students/ Counseling/ *Handicapped Students/ *Parents/ Research

EJ021885 CG501511
The Counselor and Exceptional Pupils: A Critical Review
Wyne, Marvin D.; Skjei, Priscilla
Personnel Guidance J, 48, 10, 828-835 Jun '70
This article suggests that school counselors do not deal systematically and consistently with exceptional children's needs. It appraises counselors' work with mentally retarded, emotionally disturbed, and gifted students. (Author)
Descriptors: *Counseling/ Counselors/ *Elementary School Counselors/ Emotionally Disturbed/ *Exceptional Children/ Gifted/ Mentally Handicapped/ *Review (Reexamination)/ *Secondary School Counselors

EJ020087 EC501188
Technical Training for Deaf Students at a Community College
Fellendorf, George W.
Volta Rev, 72, 5, 296-302 70 May
Descriptors: Admission Criteria/ *Aurally Handicapped/ *Community Colleges/ Counseling/ *Exceptional Child Education/ Job Placement/ Program Descriptions/ Technical Education

EJ014276 CG501115
Fifty Recommendations to Aid Exceptional Children
Blanco, Ralph R.
Psychol Sch, 7, 1, 29-37 70 Jan
Categorized, specific. (CJ)
Descriptors: Achievement/ Behavior Patterns/ *Counseling/ *Exceptional Child Services/ *Parent Child Relationship/ Physically Handicapped/ Retardation/ School Phobia/ *School Psychologists

EJ012160 EC500769
Speech Pathology and Symptom Therapy in the Interdisciplinary Treatment of Psychogenic Aphonia
Aronson, Arnold E.
J Speech Hearing Disor, 34, 4, 321-41 69 Nov
Descriptors: Case Studies (Education)/ Counseling/ *Exceptional Child Services/ Medical Evaluation/ Psychological Patterns/ Psychosomatic Diseases/ *Speech Handicapped/ Speech Therapy/ *Voice Disorders

EJ010842 EC500747
Counselling with the Educable Mentally Retarded
Fine, Marvin J.
Training Sch Bull, 66, 3, 105-10 69 Nov
Descriptors: *Counseling/ Counseling Effectiveness/ Counselor Role/ Educable Mentally Handicapped/ *Exceptional Child Services/ Group Counseling/ *Mentally Handicapped

EJ009379 EC500653
Genetic Counseling in Blindness
Walker, Frank A.
Sight Saving Rev, 39, 2, 105-11 69 Sum
Paper presented at the Annual Conference of the National Society for the Prevention of Blindness (Milwaukee, Wisconsin, May 16, 1969).
Descriptors: Anomalies/ Biochemistry/ Blind/ Counseling/ Etiology/ *Exceptional Child Education/ *Genetics/ Preventive Medicine/ *Visually Handicapped

EJ009315 EC500577
A School Study of Group Counseling with Educable Retarded Adolescents
Humes, Charles W., Jr.; and others
Amer J Ment Deficiency, 74, 2, 191-5 69 Sep
Descriptors: Counseling/ Educable Mentally Handicapped/ *Exceptional Child Research/ *Group Counseling/ *Mentally Handicapped/ Personal Adjustment/ Social Adjustment

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EJ007986 EC500470
The Case of Mary
Jones, John G.
Ment Retardation, 7, 4, 19-21 69 Aug
Descriptors: Counseling/ Emotional Adjustment/ •Exceptional Child Services/ Fantasy/ •Mentally Handicapped/ •Psychotherapy

EJ007725 EC500481
New Aspects in Guiding the Gifted in Demonstration Classes
Gowan, John C.; and others
Gifted Child Quart, 13, 2, 103-12 69 Sum
Descriptors: •Counseling/ Counselor Role/ Creativity/ Emotional Adjustment/ •Exceptional Child Education/ •Gifted/ Mental Health/ Parent Attitudes/ Social Adjustment

EJ006300 EC500352
Intensive Psychiatric Teacher Counseling in a Low Socioeconomic Area: A Controlled Evaluation
Minde, Klaus K.; Werry, John S.
Amer J Orthopsychiat, 39, 4, 595-608 69 Jul
Descriptors: Behavior Change/ Behavior Problems/ Behavior Rating Scales/ •Counseling/ •Disadvantaged Youth/ •Exceptional Child Research/ Family Environment/ Interdisciplinary Approach / •Teacher Participation/ Tutoring

EJ006287 EC500337
NTID (National Technical Institute for the Deaf)--After One Year
Fellendorf, George W.
Volta Rev, 71, 5, 296-307 69 May
Descriptors: •Aurally Handicapped/ Cocurricular Activities/ Counseling/ Curriculum/ •Exceptional Child Education/ Higher Education/ Post Secondary Education/ Teaching Methods
Identifiers: •National Technical Institute for the Deaf/ NTID

EJ003715 EC500199
Concept Modification in Institutionalized Delinquents
Clayson, M. David
Amer J Orthopsychiat, 39, 3, 459-65 69 Apr
Article adapted from a paper presented at the International Congress on Mental Health (7th, London, England, August 1968).
Descriptors: Anxiety/ Changing Attitudes/ •Concept Formation / Counseling/ •Delinquency/ •Exceptional Child Research/ Group Activities/ Institutionalized (Persons)/ Testing

EJ002497 EC500093
A Team Approach to Learning Disabilities.
Landreth, Garry L.; and others
J Learning Disabilities, 2, 2, 82-7 69 Feb
Descriptors: Child Development Centers/ Clinical Diagnosis/ Cooperative Planning/ Counseling/ •Exceptional Child Services/ •Interdisciplinary Approach/ •Learning Disabilities/ Play Therapy

EJ000788 EC500004
The Effect of Group Counseling on Educable Mentally Retarded Boys' Self Concepts.
Mann, Philip H.; and others
Except Children, 35, 5, 359-66 69 Jan
Descriptors: Academic Achievement/ Anxiety/ Behavior Problems/ •Counseling/ Educable Mentally Handicapped/ •Exceptional Child Research/ Group Counseling/ •Mentally Handicapped/ Personal Adjustment/ •Self Concept

ED146770 EC103089
State of Connecticut Commission on the Deaf and Hearing Impaired Annual Report, 1976-1977.
77 22p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The annual report describes the 1976-1977 activities of Connecticut's Commission on the Deaf and Hard of Hearing, a statewide coordinating agency. Discussed are the following aspects of the Commission: population served, interpretive services, counseling and referral, and job development and placement. It is stated that the Commission, in its 3 years of existence, has developed a nationwide reputation for quality services to deaf and hard of hearing persons. (CL)
Descriptors: Annual Reports/ •Aurally Handicapped/ Counseling/ Deaf/ Deaf Interpreting/ Hard of Hearing/ Job Placement/ Referral/ •State Agencies/ •State Programs
Identifiers: Connecticut

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ED145885 JC770503
Special Needs Conference: Providing Educational Opportunity for All People. (Flint, Michigan, October 16 and 17, 1975)
.3 Apr 76 59p.; Pages 55 to 59 have been deleted to exclude personal information
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This document summarizes the proceedings of a workshop dealing with the role of the community colleges in serving people with special needs--minorities, women, the physically handicapped, and the poor. It includes a topical speech by Dr. Reginald Wilson, president of Wayne County Community College, and another on support programs for special needs students, presented by Charles Gordon of Wayne State University. Panel participants' presentations on the following topics are summarized: (1) the basic components of programming and program design diversity for special needs students; (2) the identification of special needs students and the provision of remediation services; (3) the development of a tutorial staff; (4) the use of community resources; (5) approaches for personal and career counseling; (6) strategies for funding special services projects; (7) grant proposal writing; and (8) financial aid resources and packaging. Bibliographies, resource agency lists, and systems designs are included where appropriate. (RT)
Descriptors: *College Role/ Community Colleges/ Community Resources/ Counseling/ *Economically Disadvantaged/ Educational Finance/ *Females/ Grants/ *Junior Colleges/ *Minority Groups/ *Physically Handicapped/ Program Design/ Program Proposals/ Remedial Programs/ Student Financial Aid/ Student Needs/ Student Personnel Services/ Tutoring

ED136675 HE008727
Designing and Operating a Barrier Free Campus.
Potter, Laurie S.; Potter, George T.
76 25p.; Paper presented to the annual conference of the Society for College and University Planning (July 21-24, 1976).
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
An account of the Ramapo College (New Jersey) experience in the design and development of a barrier-free campus includes discussion of the academic and service problems that arise in meeting the needs of handicapped students in college. Special attention is given to: campus bathrooms, campus housing (ramps, locks, bathrooms, roommate selection, emergency situations, snow and ice, food services, social events and off-campus socializing, nonresidents, elevators, and fire precautions), academic and support services (intake of handicapped students, testing, course loads, sensitivity to special emotional needs, and nonexploitation), counseling, job placement and graduate schools, and costs. (MSE)
Descriptors: Administrative Problems/ Ancillary Services/ *Building Design/ *Campus Planning/ *College Housing/ College Role/ *College Students/ Costs/ Counseling/ Credits/ Design Needs/ *Facility Requirements/ *Handicapped Students/ Higher Education/ Housing Needs/ Student Needs/ Student Problems/ Testing
Identifiers: Ramapo College

ED135164 EC093008
Development of a Milieu Intervention Program for Treatment of Emotionally Disturbed Deaf Children.
Edelstein, Terry
76 35p.; Paper presented at the Orthopsychiatric Workshop on Deafness (Washington, D.C., May 18-19, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Described is a milieu intervention scheme for treatment of disturbed deaf children (6-18 years old) in a residential school for the deaf. It is noted that the program sought to develop respect and awareness of the self and social group within the security of a specially adapted environment and to support reintegration into the social, academic, and vocational mainstream. Implementation is reported to involve the development of a therapeutic milieu providing: (1) individual and small group intervention daily with the therapist, in a resource center; and (2) selected integration in the mainstream supported by weekly consultations with the integrating staff. Strengths and weaknesses of the program are discussed, and sample evaluation forms are included. (Author/SBH)
Descriptors: Counseling/ Deaf/ Elementary Secondary Education/ Emotionally Disturbed/ Group Therapy/ *Milieu Therapy/ *Multiply Handicapped/ *Normalization (Handicapped)/ *Program Descriptions/ Program Evaluation/ *Residential Programs/ Self Concept/ Social Development/ Therapeutic Environment

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ED131642 EC091855
Preventing Mental Retardation and Developmental Disabilities: Proceedings of a Seminar.
Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.
Sep 76 66p.; Seminar on Preventing Mental Retardation and Developmental Disabilities (Columbus, Ohio, May 12-13, 1976)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Included are edited transcripts of three presentations by P. Ackerman, Jr. ("A National Perspective on Prevention in the Year 2001"), A. Eaton ("Ohio Prevention Strategies"), and G. Calvert ("The Lost Continent of Prevention"). Abstracted are workshops on the following topics: parent preventive strategies, genetic preventive strategies, nutrition preventive strategies, early screening and intervention preventive strategies, and community and environmental preventive strategies. Provided is a panel discussion by M. Kindred, C. O'Neill, W. Kopp, C. Rosenbaum, and M. Mays on legislative prevention strategies. (PT)
Descriptors: Conference Reports/ Counseling/ Environmental Influences/ *Genetics/ *Intervention/ Legislation/ *Mentally Handicapped/ *Nutrition/ *Parent Counseling/ Parents/ *Prevention/ Screening Tests/ Social Influences/ State Programs
Identifiers: Developmental Disabilities/ Ohio

ED131620 EC091833
New Directions for Gifted Education. Brief No. 3.
Johnson, Barbara, Ed.
National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.
Mar 76 78p.; Report on Bicentennial Midyear Leadership Training Institute (Kansas City, January 26-27, 1976)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Ventura County Superintendent of Schools, Ventura, California 93001 ($2.50)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Contained in the conference report of the Bicentennial Midyear Leadership Training Institute are general conference information and seven papers which focus on media assistance for public awareness of gifted children's needs and new directions in the arts, creativity, leadership, curriculum, and counseling for the gifted. Provided are transcripts of the following presentations: "Creativity and the Gifted" (F. Barron); "Innovations in Education-Curricula for the Gifted and Talented" (D. Della-Dora); "How Media Can Assist in Raising Public Consciousness About the Education of the Gifted" (R. Ewing); "Educational Leadership--Its Responsibilities to the Gifted and Talented Student" (N. Hall); "The Power of Public Opinion" (R. Pearman); "Guidance and Counseling and the Gifted and Talented" (D. Severson); and "The Performing and Visual Arts and the Gifted and Talented" (M. Wolf). Pointed out at the end of each contribution are the consultant's address, biography, and photograph. Descriptions of associations represented at the institute, remarks made by an eighth consultant (C. Palmer) in dialogue sessions, an evaluation of the program by the participants, and a list of the conference participants are found in the report. (PT)
Descriptors: Conference Reports/ *Counseling/ Creative Expression/ *Creativity/ Curriculum/ Educational Innovation/ *Educational Trends/ *Gifted/ *Leadership/ *Mass Media/ National Organizations/ Public Opinion/ Theater Arts/ Visual Arts

ED131614 EC091827
Laboratory Counseling Programs: Counseling and Program Development for Gifted.
Pulvino, Charles J.; And Others
Wisconsin Univ., Madison. Research and Guidance Lab. for Superior Students.
76 120p.
Available from: University of Wisconsin, Research and Guidance Laboratory, Educational Science Building, 1025 E. Johnson Street, Madison, Wisconsin 53706 ($2.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Summarized are programs and research projects for gifted high school students conducted by the Research and Guidance Laboratory at the University of Wisconsin (Madison). Noted is the laboratory's role as a center for development and demonstration of counseling, guidance, and educational methods which have been used with 3,500 gifted students in Wisconsin high schools. Research projects and papers developed by the laboratory are cited and sometimes summarized. Test data and trends from 1965 to 1976 are presented graphically. The development of the longitudinal case study is explained and a sample given. Considered are the following aspects of counseling and guidance of the gifted at the laboratory: identification, counseling the gifted student, career development, and curriculum planning. Guidance questionnaires and discussion topics are given. Noted is the role of laboratory staff in providing consultation services to local high schools and in the development of inservice training packages. Appended are a list of projects in individual high schools, a list of resources (national and state), and a bibliography. (DB)
Descriptors: Case Studies/ Consultation Programs/ Counseling/ *Counseling Centers/ *Educational Methods/ Exceptional Child Research/ *Gifted/ *Guidance Services/ *Resource Guides/ Senior High Schools/ *State Programs
Identifiers: *Wisconsin

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ED130682 JC760558
Community College of Baltimore Epilepsy Education Program. Interim Report, March 1975 - June 1976.
Kitt, Wendy; Schuster, Lois
Baltimore Community Coll., Md.
Jun 76 70p.; Not available in hard copy due to marginal legibility of original document
Sponsoring Agency: Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This document reports on the development and implementation of a program at the Community College of Baltimore (CCB) whose primary goals were the placement of persons with epilepsy in jobs or in educational programs leading to a career, and development of a model program of career education, counseling, and employer education demonstrating the effectiveness of a coordinated approach to the person with epilepsy which could be distributed throughout Maryland and the other states. Participant agencies involved in the program were the John F. Kennedy Institute, the Maryland Division of Vocational Rehabilitation and Division of Vocational-Technical Education, and CCB. Participants in the program were recruited from a variety of areas through use of several media. The program approach emphasized active recruitment of those with epilepsy, a liberal intake policy of evaluation and selection of recruits, supportive counseling, pragmatic job training, sensitive referral and placement, and intensive follow-up procedures. Further, CCB attempted to maximize vocational skills, provide a two-year college education, and help to develop job opportunities. Analysis and discussion of recruitment, selection, involvement, student goals, counseling, job referral, student progress, follow-up information, ancillary program support activities, and individual case histories are included. (JDS)
Descriptors: Community Colleges/ Counseling/ *Epilepsy/ Job Placement/ Job Skills/ *Job Training/ *Junior Colleges/ *Neurologically Handicapped/ Program Development/ Program Evaluation/ *Rehabilitation Programs/ Vocational Development/ *Vocational Education
Identifiers: Community College of Baltimore

ED123867 EC090258
Leisure Activity Participation and Handicapped Populations: An Assessment of Research Needs.
Verhoven, Peter J.; Goldstein, Judith E.
National Recreation and Park Association, Arlington, Va.
Apr 76 139p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-74-8734
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Presented is a report of a conference on research needs in the area of leisure time activity for handicapped persons. Reviewed are the initial conference concept and its evaluation into five categories of concern (leisure concepts, attitudinal barriers, activity analysis, design/adaptation considerations, and education/counseling). Discussed are the following research and demonstration priority areas: social psychology of leisure; barriers to acquisition and maintenance of skills; activity analysis, selection, and programming, dissemination and utilization; and service delivery. Considered is the facet model of research. Strategies to enhance leisure participation by handicapped persons are recommended for the five priority areas. The bulk of the document is comprised of four appendixes, containing five state of the art presentations and reactor panel comments on the five research priority areas, and a list of conference participants. (CL)
Descriptors: *Conference Reports/ Counseling/ Discriminatory Attitudes (Social)/ Exceptional Child Services/ *Handicapped Children/ *Leisure Time/ Recreation/ Research Methodology/ *Research Needs

ED123865 EC090235
Counseling the Gifted Student.
Colangelo, Nick; Zaffrann, Ron
Wisconsin Univ., Madison. Research and Guidance Lab. for Superior Students.
75 33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Presented is a guide for providing counseling and guidance relating to the personal-social, educational, and career-vocational concerns of the gifted student. Information is provided primarily in outline form and covers such areas as personal topics for use by school counselors with gifted students, the reading of personal essays, testing, general reading habits, study skills, social development, independent study contracts, individualized and group programs, provisions for gifted students in some Wisconsin schools, topics for parent group discussions, categories for consideration in follow-ups of gifted students, areas to consider in evaluation of counseling programs for the gifted, and categories for essay analysis. Appended are 10 questions for the school counselor on initiating counseling programs for gifted students, a list of the characteristics usually apparent in gifted and talented students, common questions regarding the gifted and talented, an outline of some characteristics that are potential problems, and a bibliography and list of resources on the gifted. (SB)
Descriptors: Career Education/ *Counseling/ *Counselor Role/ Educational Needs/ Elementary Secondary Education/ Exceptional Child Education/ *Gifted/ Guidelines/ Personal Adjustment/ Program Design/ School Services

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ED123536 CG010574
The Counselor and Genetic Disease: Huntington's Disease as a Model.
Wexler, Nancy S.
Aug 75 21p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This speech offers a brief description of Huntington's Disease (HD): its causes, symptoms, and incidence. It then concentrates on the psychological problems of persons one of whose parents had the disease, and the role of the counselor in helping these humans cope with their fears about contacting it themselves. A relatively detailed case study is presented of a 22-year old women whose mother had HD. The paper concludes with the following therapeutic suggestions: (1) listen to the anxieties, worries, doubts, and other problems of at-risk individuals; (2) without minimizing the gravity of their concern, offer realistic hope; (3) offer support by explaining the availability of new facilities to reduce suffering in the event the disease occurs; and (4) relieve any guilt that at-risk clients or those already suffering with HD might have toward their parents or/and children. (SE)
Descriptors: *Anxiety/ Case Studies/ Counseling/ *Family Counseling/ *Genetics/ *Heredity/ *Neurologically Handicapped/ *Psychotherapy/ Stress Variables
Identifiers: Huntingtons Disease

ED119056 CG010362
Training in a Summer Camp Setting for Paraprofessionals Working with the Deaf and Hard of Hearing.
Garrett, Ann; Hastings, Chester R.
McLennan Community Coll., Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
74 49p.; Not available in hard copy due to marginal reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This is a report of a training program for preparing paraprofessionals to work with the deaf and hard-of-hearing. Forty paraprofessionals and 200 deaf and hard-of-hearing children participated in the program in a camping setting. During the first week the trainees received instruction in behavior modification and communication skills, child development, and exploration of attitudes and feelings. During the next two weeks the paraprofessionals lived with the handicapped children on a 24-hour basis, taking care of all of their needs and organizing various activities. The trainees got together every morning with the project director to discuss any problems facing any of them and to find appropriate means of dealing with them. The trainees also engaged in counseling the handicapped children. At the end of the project the results were judged to be positive since most of the objectives were realized. (SE)
Descriptors: *Aurally Handicapped/ Behavior Change/ *Camping/ Counseling/ *Deaf Children/ Handicapped Children/ Instructional Programs/ *Paraprofessional Personnel/ Summer Programs/ *Training

ED110900 CG010027
Guidance Services for the Developmentally Disabled: A Model for Schools.
Ault, Bernadine
75 5p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
This paper briefly elaborates on two major points of a school model for implementing guidance services for the developmentally disabled. (1) Methodology and Techniques--While it is not necessary to abandon the basic techniques which are effective with any other group of individuals, there is likely to be a different emphasis upon the basic techniques and methodology because of the type of person whose behavior and attitudes it is desirable to change. Group counseling and guidance, individual counseling, play therapy, psychodrama, may each be useful in assisting and guiding disabled individuals. (2) Specific Services and Resources--Guidance services to the developmentally disabled should provide for the full range of individual needs including personal, social, educational, and vocational aspects. These services may be provided by the total educational staff including teachers, administration, supportive services, students, parents, and community and statewide resources. Guidance services should be extended also to parents of the developmentally disabled. It is imperative that the school counselor establish a positive working relationship with educational staff, parents, and community resources, as well as know all about the various resources which are available in his community and on a statewide basis. (Author/CJ)
Descriptors: Counseling/ *Counselor Role/ Developmental Psychology/ Elementary Secondary Education/ *Guidance Services/ *Handicapped Students/ Models/ *Physically Handicapped/ *School Community Cooperation

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ED108432 EC073117
The Evaluation of Post-Employment Services Provided by Rehabilitation Agencies. Working Paper No. 82.
Halpern, A; Farah, J.
Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
Mar 75 20p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Surveyed were 81 vocational rehabilitation directors of general agencies and agencies for the blind concerning the nature of post-employment services for the handicapped. Questionnaires on the extent, basis, and monitoring systems of post-employment services were completed by 82 percent of the Ss. Analysis of the data indicated such findings as 87 percent of the general agencies and 95 percent of the agencies for the blind provided the services; most client contacts were made personally or by phone; and state guidelines received from most of the agencies did not delineate specific criteria for post-employment services. (A sample questionnaire including needs assessment and record of post-employment services is provided.) (CL)
Descriptors: Adults/ Counseling/ *Employment/ Exceptional Child Services/ *Handicapped Children/ Job Placement/ *Program Evaluation/ Questionnaires/ Surveys/ *Vocational Rehabilitation

ED104088 EC071949
Group Counseling with the Mentally Retarded: A Set of Guidelines for Practice. Working Paper No. 77.
Friedland, Myles R.
Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
Jun 74 26p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Presented are guidelines for developing and conducting a group counseling program with the mentally retarded. Advantages of the group counseling approach (such as peer influence), goals for the group (such as teaching skills), and characteristics of an effective group leader (such as empathetic understanding) are outlined. Factors related to group composition (such as the value of including persons of similar intelligence), and various procedures (such as directive vs. nondirective) are considered. Also pointed out are general trends related to group dynamics (such as that early sessions are often chaotic). The major portion of the document describes special techniques useful with aggressive clients during the warming-up phase of counseling (including Indian hand wrestling and the silent insult technique), and other appropriate techniques (such as a courtroom scene and psychodrama). (LS)
Descriptors: Counseling/ Emotional Problems/ Exceptional Child Services/ Group Dynamics/ Group Structure/ *Group Therapy/ *Guidelines/ *Mentally Handicapped/ *Success Factors

ED104087 EC071948
Correlates of the Counseling Process with Retarded Clients. Working Paper No. 76.
Browning, Philip L.
Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
Jul 74 15p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Examined with 7 counselors and 28 mentally retarded clients were relationships among eight independent counselor, client and situational variables and four dependent variables of counselor empathy, respect, genuineness and concreteness, and client self-exploration. The dependent variables were derived from 315 3-minute tape recorded segments of counseling behavior rated by a team of four persons. Among findings were that counselors were the major source of differentiation and that counselors interacted with client level of intelligence, client age, length of sessions, and counseling stages. (LS)
Descriptors: Counseling/ *Counselors/ Exceptional Child Research/ Intelligence Quotient/ *Interpersonal Relationship/ *Mentally Handicapped

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ED104064 EC071871

The Possible Relationship of the California Master Plan for Special Education to the State Department of Education Bureau of Pupil Personnel Services Plan for Improvement of Guidance Services in California Relative to Delivery of Services to Handicapped Pupils: Who's On First?

Mendocino County Office of Education, Ukiah, Calif.

74 32p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Service delivery to handicapped pupils is discussed in regard to the relationship between the California Master Plan for Special Education (see EC 062 915) and the Bureau of Pupil Personnel's Plan for Improvement of Guidance Services. The goals, benefits and limitations of both plans are described; and each plan is examined and compared in terms of aspects such as administrative organization, accountability, potential legislative implementation, financial support, and staffing considerations. The author concludes that the Master Plan for Special Education contains implementation proposals (lacking in the recommendations for improving guidance services) which make it worthy of statewide legislative support. Among proposed recommendations are adoption of a comprehensive plan for interagency coordination and creation of local special education advocates who have authority as well as responsibility for ensuring service delivery. (LH)

Descriptors: *Administrative Problems/ Counseling/ *Delivery Systems/ *Educational Accountability/ *Educational Planning/ Exceptional Child Education/ *Handicapped Children/ Interagency Cooperation/ Legal Responsibility/ Special Education/ State Programs/ Student Personnel Services

Identifiers: *California

ED097790 EC070240

Interdisciplinary Seminar for the Prevention of Learning and Behavior Problems Among Young Children.

Singh, S. P.

University of South Florida, Tampa. Coll. of Education.

73 45p.; For related documents, see EC 070 241 and 369

Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Grant No.: OEG-0-70-1816(7251)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Described is a graduate interdisciplinary seminar held at the University of South Florida from September 1972 through June 1973 on the prevention of learning and behavior problems in young children. Faculty members from the areas of anthropology, guidance, special education, early childhood, and linguistics led presentations and discussions on topics such as the following during Quarter 1: linguistics, anthropology, structure of American English, stages in the acquisition of language, the social structure of language, and children's dialects; topics such as the following during Quarter 2: case study as an approach for understanding the child, the management of dialects in the schools, black-white discrimination, socially conditioned perception, and differences in child rearing practices; and discussion groups focusing on either anthropology, linguistics, or pedagogy during Quarter 3. Seminar evaluation results show highly positive reactions from both faculty and students at the conclusion of the seminar. Also included are abstracts of the seminar topics and the feedback rating scale used to evaluate the seminar. (DB)

Descriptors: Anthropology/ *Behavior Problems/ Counseling/ *Early Childhood/ Educational Methods/ *Exceptional Child Education/ Graduate Study/ Interdisciplinary Approach/ Language Development/ *Learning Disabilities/ Linguistics/ Nonstandard Dialects/ *Prevention/ *Teacher Education

ED094514 EC062458

Bibliography of Materials for the Secondary Educable Mentally Retarded.

Georgia State Dept. of Education, Atlanta. Div. of Special Education.

Apr 74 118p.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Presented is a bibliography of approximately 500 instructional materials which are intended for use with educable mentally retarded students in secondary school. It is noted that the Georgia Department of Education compiled the bibliography for reference purposes but does not recommend or endorse the materials. Given are title, publisher, price, grade level, media, notes, and subtitles for materials in the following 14 subjects: art, driver's education, English, guidance and counseling, health, mathematics, physical education, professional materials, reading, science, spelling, social studies, and vocational education. Provided is a list of publishers (with addresses) from whom the materials can be obtained. (MC)

Descriptors: *Bibliographies/ Counseling/ *Educable Mentally Handicapped/ *Exceptional Child Education/ *Instructional Materials/ Mathematics/ Mentally Handicapped/ Reading/ Resource Guides/ *Secondary School Students/ Social Studies/ Vocational Education

Identifiers: Georgia

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ED093124 EC062245
Perspectives in Education of the Deaf.
Stewart, Larry G., Ed.
Council of Organizations Serving the Deaf, Washington, D.C.
Mar 72 90p.; Proceedings of National Forum V, Council of Organizations Serving the Deaf (Memphis, Tennessee, February 29-March 3, 1972)
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock Number 1760-00118, $0.95)
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Reported are proceedings of the fifth national forum (1972) of the Council of Organizations Serving the Deaf which had a registration of more than 500 parents, deaf adults and youth, and professionals. One of the purposes of the forum is stimulating new developments in education of the deaf. The keynote speech entitled "Love-In" addresses the need for a person to love and respect deaf children and self in order to help deaf children. Listed are responses by participants to 25 topics such as Summerhill, total communication, and parent education. "What is learning" is the focus of discussions in areas such as nonverbal communication, the school's role, parent education, and teacher education. The deaf person and learning is discussed in relation to learning to learn and developing sensitivity to issues and problems. Language and communication are examined in terms such as language input and output, and differentiation between language and communication. Listed are participants' comments on incidental learning, linguistic communities, and the role of deaf children's parents. Discussed are changing educational objectives, teacher training, counseling, educational systems, teaching methods, recent educational innovations, and student involvement. Listed are participants' statements on school administration, dormitory living, faculty and student committees, and continuing education. Reviewed are communication methods such as Ameslan and auditory training. Commented on are sex education, religious education, drugs, and higher education. Reported from the junior "rap-in" are views on topics such as communication, counselors, and parents. (MC)
Descriptors: Aurally Handicapped/ *Communication (Thought Transfer)/ *Conference Reports/ Counseling/ *Deaf/ *Educational Objectives/ Educational Philosophy/ *Exceptional Child Education/ Innovation/ Language Development/ National Organizations/ Parent Role/ School Role/ Sensitivity Training/ Teaching Methods

ED083772 EC060326
Research Reports: Superior Students in Wisconsin High Schools.
Sanborn, Marshall P.; And Others
Wisconsin Univ., Madison. Research and Guidance Lab. for Superior Students.
71 68p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
The Research and Guidance Laboratory for Superior Students at the University of Wisconsin which offers educational procedures and guidance for Wisconsin students, grade 9 through college age, is described and research reviews, as well as 70 abstracts of research conducted in the laboratory are included. The program is discussed in relation to teacher identification of students, a yearly visit by students to the laboratory, and laboratory staff visits to cooperating high schools. Included are identification criteria used by teachers and a seven step procedure used by one high school to select students for the program. Methodology for appraising capabilities of students is described in four abstracts on analysis of personal documents, seven abstracts on actuarial methods of prediction, and two abstracts on oral problem solving. Descriptions of students are given in 14 abstracts on characteristics, two abstracts on grouping preferences, and four abstracts on curricular preferences. Unusual classroom and curricular provisions for gifted students in high schools are described tabularly and in 16 abstracts. Nineteen abstracts are devoted to counseling and guidance procedures, which are additionally considered in relation to such aspects as work with parents and a team approach. Post high school choices and achievements are covered in 19 abstracts and in subsequent discussions on areas such as self concept and career choice. Appendixes include a second year information form, oral problems exercises, and test scores for grades 9 through 12. (MC)
Descriptors: Ability Identification/ *Abstracts/ College Students/ Counseling/ Curriculum/ *Exceptional Child Education/ *Exceptional Child Research/ *Gifted/ Identification/ *Program Descriptions/ Research and Development Centers/ Research Reviews (Publications)/ Student Evaluation
Identifiers: Wisconsin

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ED083753 EC060296
The Education of Parents of Handicapped Children. Info-Pak 1, Selected Readings.
Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.
73 29p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The information packet contains six abridged readings on the education of parents of retarded or disadvantaged children. Specific teaching techniques such as recognizing individual performance levels are offered to maximize retarded children's learning. A handbook on parent councils discusses parent involvement in school programs for disadvantaged children and suggests ways of implementing a program or undertaking activities. The goal of a research center is described to be an increase in the educability of young children from low income homes through parent involvement, class based programs, and parent training in a home based program. Teachers are provided with guidelines for responding to parental concerns such as inability of the maturing child to understand and connect the sex act with pregnancy and its social consequences. A program is described in which a home teacher helps parents to establish individual goals for the family and the handicapped child and to eliminate the child's inappropriate behaviors by applying principles of reinforcement and shaping. Discussed are techniques that teachers and social workers can use to help parents recognize and cope with problems presented by a retarded child. (MC)
Descriptors: Behavior Change/ *Counseling/ Disadvantaged Youth/ *Exceptional Child Education/ Mentally Handicapped/ *Parent Education/ Parent School Relationship/ *Program Descriptions/ Reinforcement/ *Training Techniques

ED082405 EC052605
Genetic Counseling in Mental Retardation.
Bowen, Peter
73 8p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The task of the genetic counselor who identifies genetic causes of mental retardation and assists families to understand risk of recurrence is described. Considered are chromosomal genetic disorders such as Down's syndrome, inherited disorders such as Tay-Sachs disease, identification by testing the amniotic fluid cells (amniocentresis) in time for abortion, problems of identifying biochemical abnormalities, and kinds of decisions parents make with support from the genetic counselor. (MC)
Descriptors: *Counseling/ *Exceptional Child Services/ *Genetics/ Mentally Handicapped/ *Mental Retardation/ Mongolism

ED074683 EC051732
Counseling and Psychotherapy: A Selective Bibliography. Exceptional Child Bibliography Series No. 629.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Aug 72 32p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Available from: Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The selected bibliography on counseling and psychotherapy contains approximately 100 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography. Publication date of documents abstracted ranges from 1968 to 1972. (DB)
Descriptors: *Abstracts/ *Bibliographies/ *Counseling/ Emotionally Disturbed/ *Exceptional Child Education/ *Psychotherapy

51 52

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ED073579 EC051132
A Five County Vocational Skills Training Program for the Blind. Project Document.
Russell, Gene H.
Santa Cruz County Superintendent of Schools, Calif.
72 180p.
Sponsoring Agency: California State Dept. of Education, Sacramento. Div. of Special Education.
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
Assembled are the ideas, techniques, and written documents of a 3 year, five county vocational skills training program designed to provide vocational skills and counseling to blind and partially sighted students in grades 7 through 14 within regular vocational classes. Technical and industrial arts, homemaking, and work experience are vocational areas emphasized by the program. Included in the introduction to the visually handicapped student are four methods of orientation and mobility. Teacher preparation is discussed and a referral system explained. Questions of regular vocational teachers are answered. Described are tests used in the program. Samples of approximately 35 forms used in the program such as registration forms and parent conference reports are provided. Local resources utilized are listed as are the written and visual products of the program. A formula to aid in the determination of staff requirements is explained. One of the recommendations of the program is that itinerant inservice teams be developed at the state level. Equipment and supplies suggested for industrial education and daily living skills are listed with prices and sources. For related documents see EC 051 030, EC 051 031, and EC 051 033. (DB)
Descriptors: Adolescents/ *Counseling/ *Exceptional Child Education/ *Program Development/ Regular Class Placement/ *Visually Handicapped/ *Vocational Education/ Young Adults

ED067793 EC050061
Lesson Guide for Captioned Films VIII: A Training and Utilization Guide. Florida Edition.
Conference of Executives of American Schools for the Deaf.
72 381p.
Sponsoring Agency: Media Services and Captioned Films Branch, DES.
EDRS Price MF-$0.76 HC-$19.67 PLUS POSTAGE
Presented are guidelines for the use of 65 captioned films for the deaf (numbers for each category are listed in parentheses) which relate to art (four), ecology (six), guidance (five), health and safety (two), language arts (11), physical education (four), science (16), social studies (14), and vocational education (three). The guidelines are designed to help teachers by providing film synopses and suggestions on use, objectives (behavioral and general), motivation, vocabulary, culminating activities, evaluation, and additional resource materials. Florida edition films are listed by subject area with title, captioned films for the deaf number, appropriate age level, and page number. A complete list of all other educational captioned films for which study guides have been written for the past 8 years appears in the appendix. Also provided is a directory of publishers and distributors. The scripts of five films are included as a possible helpful addition. (GW)
Descriptors: Art/ *Aurally Handicapped/ Counseling/ Environmental Influences/ *Exceptional Child Education/ *Films / *Guidelines/ Health/ Language Arts/ Physical Education/ Social Studies/ Vocational Education
Identifiers: *Captioned Films for the Deaf

ED065943 EC042656
Selected Convention Papers.
Council for Exceptional Children, Arlington, Va.
Apr 62 232p.; Reprint from Proceedings of the 40th Annual CEC Convention, Columbus, Ohio, April 24-28, 1962
EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE
Sixty-four selected convention papers are presented from the 40th annual Council for Exceptional Children Convention in 1962. The papers range in length from two to seven pages. Selected topics include appraisal in the counseling of deaf clients, trends in curriculum development for the mentally retarded, emotional disturbance in deaf children, programed learning of elementary reading, the role of lay groups in teacher recruitment, American Foundation for Overseas Blind, realistic goals for the mentally and physically handicapped, prediction and measurement of speech improvement in the mentally retarded, vocational counseling and placement of the deaf, some observations on desirable qualifications for teachers of the mentally superior, World Confederation of Organizations of the Teaching Profession, programs and procedures in home teaching, a review of perceptual processes of the mentally retarded, measurement and stimulation of originality in thinking, and theoretical and philosophical aspects of laboratory experiences in special education. (CB)
Descriptors: *Conference Reports/ Counseling/ Creative Thinking/ Curriculum/ *Exceptional Child Education/ *Handicapped Children/ Speech Improvement/ Teacher Qualifications/ Teacher Role

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ED058689 EC041126
Counseling with Deaf People.
Sussman, Allen E., Ed.; Stewart, Larry G., Ed.
New York Univ., N.Y. School of Education.
71 158p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE
The book presents information on effective counseling with deaf people by discussing issues that confront counselors and administrators involved in providing counseling services to deaf people. A basic assumption of the book is that deaf people of all ages have been frequently denied counseling services due to communication problems between counselor and deaf client. Examined first by Boyce R. Williams and Allen E. Sussman are the psychological and social ramifications of deafness in the individual's personal, social, and vocational adjustment and development. Then McCay Vernon points out the current status of counseling with deaf people. In their analysis of principles of counseling with deaf people, C.H. Patterson and Larry G. Stewart offer excerpts from four different counseling sessions with four different deaf clients in order to demonstrate successful communication and counseling. Next, Richard W. Thoreson and Norman L. Tully explain the role and functions of the counselor with deaf people. The last discussion, by John F. McGowan and Geno M. Vescovi, is concerned with selection, education, and training of rehabilitation counselors in general and counselors of the deaf in particular. (CB)
Descriptors: Adults/ *Aurally Handicapped/ *Communication Problems/ *Counseling/ *Counseling Effectiveness/ Counselor Role/ Counselors/ Counselor Training/ *Exceptional Child Services

ED054573 EC033222
Parent Counseling: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Feb 71 20p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the annotated bibliography contains 76 references dealing with the counseling of parents of exceptional children. Ranging across all handicapping conditions, physical and mental, and giftedness, the references treat such aspects of parent counseling as child rearing principles, family relationship, family counseling, group therapy, parent attitudes, parent role, parent-child relationship, and others. Entries, which include texts, journal articles, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Author and subject indexes are provided. (KW)
Descriptors: *Annotated Bibliographies/ *Bibliographies/ *Counseling/ *Exceptional Child Services/ Gifted/ Handicapped Children/ Parent Attitudes/ *Parent Counseling

ED054556# EC033176
Ninth Annual Distinguished Lecture Series in Special Education and Rehabilitation. Summer Session, 1970.
Williams, Eddie H., Ed.; And Others
University of Southern California, Los Angeles. School of Education.
70 113p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.
Available from: University Bookstore, University of Southern California, Los Angeles, California 90007 ($3.00)
Document Not Available from EDRS.
Six papers on special education and rehabilitation are presented. In discussing games people play with programs for the educable mentally handicapped, C. E. Meyers focuses on problems of appropriate reconceptualizing programs for slow learners, resulting from court orders to cease and desist certain practices. Harry A. Grace examines management strategy and rehabilitation organization on the premise that the primary goal of rehabilitation is preparation of persons for participation in economic life. Bernard Rimland then explores future trends in treatment of mentally ill children from the vantage point that Freud's theories are outmoded and that most learning and behavior disorders result from physiological impairments. In his short presentation on team learning, Robert B. MacIntyre advocates use of special education students as tutors of both their peers and of exceptional children. Charles B. Truax discusses empathy, nonpossessive warmeth, and genuineness as effective in counseling and psychotherapy. In conclusion, Oliver P. Kolstoe reviews historical definitions of mental retardation and advocates a definition based on intellectual arrest, not equivalent to IQ scores, at some level below Piaget's level of formal thought. (CB)
Descriptors: Counseling/ Educational Programs/ Etiology/ *Exceptional Child Education/ *Handicapped Children/ *Historical Reviews/ Medical Treatment/ *Rehabilitation/ Teaching Methods

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ED053416 CG006563
Educating Stroke Patient Families. Final Report Volumes I, II, and III. Milwaukee Media for Rehabilitation Research Reports.
Overs, Robert P.; Healy, John R.
Curative Workshop of Milwaukee, Wis. Research Dept.
Jul 71 291p.
Sponsoring Agency: Department of Health, Education, and Welfare, Washington, D.C. Div. of Research and Demonstrations.; Wisconsin Univ., Milwaukee.
Available from: Research Department, Curative Workshop of Milwaukee, 750 N. 18th St., Milwaukee, Wisconsin 53233
EDRS Price MF-$0.76 HC-$14.59 PLUS POSTAGE
This is the final report describing a 4 year project, of which 2 years were an intensive counseling/casework demonstration with stroke patients and their families. Patients were alternately assigned to an experimental or control group; only the experimental group received intensive counseling. A comprehensive follow-up of 88 families measured differences between the groups on a newly constructed activities-of-daily-living inventory, comparisons on performance of household tasks and extent of avocational activities, and attitudes and changes in family roles. Included is a report on the outcome of the demonstration. Volume II describes, among other things, the measuring instruments which were developed. Finally, Volume III is comprised of an annotated bibliography of 26 movies about strokes, an annotated bibliography of stroke related publications, and a 316 entry regular bibliography. (Author/TL)
Descriptors: *Cardiac (Person)/ Counseling/ *Counseling Effectiveness/ Family Attitudes/ Family Counseling/ Family Health/ *Family Involvement/ Family Problems/ Family Role/ Physical Activities/ *Physically Handicapped/ *Rehabilitation Counseling/ Self Care Skills/ Special Health Problems

ED052573 EC032741
Counseling and Psychotherapy: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Feb 71 25p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Listed in the bibliography, one of a series of over 50 similar bibliographies on exceptional (both handicapped and gifted) children, are 88 references concerning counseling particularly as it is employed with exceptional children, and psychotherapy (including group therapy) particularly in reference to emotionally disturbed children. Entries, which include research reports, journal articles, texts, and other publications, were selected from Exceptional Child Education Abstracts. Each entry includes bibliographic data, availability information, indexing and retrieval descriptors, and an abstract. Also provided are an author index and a subject index. (KW)
Descriptors: Annotated Bibliographies/ *Bibliographies/ *Counseling/ Emotionally Disturbed/ *Exceptional Child Education/ Gifted/ Group Therapy/ *Handicapped Children/ *Psychotherapy

ED051609 EC032580
Education of the Physically Handicapped.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
71 165p.
Available from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($2.50)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
Described are the philosophy, organization, and curriculum of programs functioning under the Bureau for the Education of the Physically Handicapped (BEPH), which administers educational programs for approximately 10,000 physically handicapped children in New York City. Following are explanation of the general principles guiding the development of programs, an overview of programs offered by BEPH is given and admission and transfer procedures clarified. Examined in greater detail are the health conservation classes, focusing upon classes for the severely orthopedically handicapped and brain-injured. Such aspects as screening, physical plant, curriculum and activities, materials, and services are summarized. Also detailed is the home instruction program. Following a general discussion of topics basic to curriculum planning for the physically handicapped, curriculum adaptations for specific subject areas are presented. Objectives, services, and roles of parent, teacher, and school in the guidance program are reviewed. Final chapters define some common physical disabilities, examine trends in regular and special education, and outline innovations especially relevant to education of the physically handicapped in New York City. (KW)
Descriptors: Administrative Organization/ Counseling/ Curriculum/ *Educational Programs/ *Exceptional Child Education/ Home Instruction/ Neurologically Handicapped/ *Physically Handicapped/ *Program Descriptions
Identifiers: New York

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ED051525 CG006457
Educational and Vocational Guidance for the Handicapped Student.
Manus, Gerald I.; Manus, Muriel
American Personnel and Guidance Association, Washington, D.C.; Hofstra Univ., Hempstead, N.Y.
5 Apr 71 11p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Gross deficiencies in educational and vocational counseling of handicapped students are examined. The authors' major thesis concerns the one-sided stress which has been placed on personal factors, to the ignoring of situational and environmental factors, as the focus of intervention efforts. Noting that, by and large, vocational information, vocational self-concept, and career patterns and choices are the product of previous experiential, exploratory opportunities, and further that most handicapped persons do not pass through this stage, the authors conclude that our society has not been concerned with or effective in guaranteeing the essential component of vocational maturity. A counseling model for handicapped persons is proposed which would require counselors to become advocates for equalizing experiences for handicapped students. (TL)
Descriptors: Counseling/ *Counseling Effectiveness/ Counseling Goals/ Counseling Programs/ Counselor Functions/ Counselor Performance/ *Counselor Role/ Exceptional Students/ *Handicapped/ Handicapped Children/ *Handicapped Students/ *Vocational Counseling

ED050378 CG006382
Short-Term Counseling: Is It Effective?
Davis, Jerry L.
American Personnel and Guidance Association, Washington, D.C.; Temple Univ., Philadelphia, Pa.
Apr 71 15p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Counselors at the Research and Guidance Laboratory for Superior Students at the University of Wisconsin prepared specific suggestions designed to assist participating high school students in their educational development. One hundred and eight academically superior students were assigned to three experimental groups and one control group. Following the usual program activities, each of the three experimental groups were offered an additional brief contact procedure to encourage them to initiate action on counselor suggestions: (1) reinforcement counseling; (2) written communications to subjects; and (3) written communications to subjects' parents. Results indicate that the counseling treatment was significantly more effective in promoting students' actions on suggestions than were the written communications. Females did significantly more initiating than males. Speculation about the results concludes the report. (TL)
Descriptors: Academic Ability/ Academic Achievement/ Behavioral Counseling/ *Counseling/ *Counseling Effectiveness/ Counseling Programs/ Educational Development/ *Educational Guidance/ *Gifted/ *High School Students/ Reinforcement/ Secondary School Students/ Talented Students

ED043985 EC030421
The Counseling Process and the Teacher of Children with Multiple Handicaps.
Abel, Georgie Lee; And Others
San Francisco State Coll., Calif.
68 93p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
The focus of the institute on the counseling process and teachers of multiply handicapped children was on children with at least one sensory, emotional, or physical impairment in addition to a visual handicap. The roles of the specialist and the teacher in the counseling process and the determination of the best educational placement for the child were considered. The multi-disciplinary approach to children with multiple handicaps was urged. Six case studies are presented for study, and observations and implications based on the case studies are noted. A summary and recommendations for further study and follow-up are included. (KW)
Descriptors: Case Studies/ Conference Reports/ *Counseling/ Counselor Role/ *Exceptional Child Services/ *Multiply Handicapped/ *Teacher Role/ *Visually Handicapped

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ED043896 CG005862
Problems and Issues in the Counseling of the Disabled Disadvantaged Patient.
Rothstein, Harvey J.
American Psychological Association, Washington, D.C.; Veterans Administration Hospital, Montrose, N.Y.
Sep 70 12p.; Paper presented at American Psychological Association Convention, Miami Beach, Florida, September 3-8, 1970
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
In the counseling phase which is imbedded in the global vocational rehabilitation process, the primary challenge, in dealing with the disabled disadvantaged client, is viewed as being the disadvantagement rather than the disability per se. A multitude of factors and interacting clusters of variables that influence the counseling process with these persons are identified: (1) the negative, resistive attitude or, at least, the unenthusiatic and guarded orientation; (2) the usually alien and unfamiliar qualities (to the disadvantaged client) of agencies; (3) the social, cultural, educational and emotional gaps between the middle-class counselor, black or white, and his disadvantaged client; and (4) the foreign quality of a verbal, interpersonal model of transaction. Suggestions for improving counselor effectiveness with the disabled disadvantaged are offered: (1) minimizing the effects of unfamiliar settings and procedures; and (2) altering the counselor's basic orientation where style, content, goals, and evaluation are concerned. Qualities of counselors who would work most effectively with these clients are delineated. In conclusion, the author notes that the above efforts would have an ameliorative effect, but that only significant social, economic and political changes will truly alter the condition of the disabled disadvantaged. (TL)
Descriptors: Counseling/ *Counseling Effectiveness/ Counselor Characteristics/ Counselor Performance/ Counselor Qualifications/ Cultural Disadvantagement/ *Culturally Disadvantaged/ *Disadvantaged Groups/ *Physically Handicapped/ Vocational Counseling/ *Vocational Rehabilitation

ED042313# EC006319
Eighth Annual Distinguished Lecture Series in Special Education and Rehabilitation: Summer 1969.
MacLeech, Bert, Ed.; And Others
University of Southern California, Los Angeles. School of Education.
70 126p.
Available from: University Bookstore, University of Southern California, Los Angeles, California 90007 ($3.00)
Document Not Available from EDRS.
Compiled are the papers presented at the lecture series, biographical sketches of the lecturers, a list of doctoral theses in Special Education and Rehabilitation at the University of Southern California, and brief descriptions of graduate study programs at the university in the departments of Special Education and Counselor Education-Rehabilitation. The topics included are: world-wide developments in mental retardation, by Gunnar Dybwad; recent research in rehabilitation counseling, by Gerald Fisher; future planning of problems of children and youth, by Henry Leland; the politics of counseling, by Joseph Stubbins; legislative developments and perspectives in California, by Chester A. Taft; and value confrontation and rehabilitation of the culturally different, by Milton E. Wilson, Jr. (KW)
Descriptors: Conference Reports/ Counseling/ Culturally Disadvantaged/ Educational Legislation/ *Exceptional Child Education/ Mentally Handicapped/ *Rehabilitation Counseling

ED040658 HE001536
Special Services for Disadvantaged Students in Institutions of Higher Education Program. Application Information and Program Manual.
Office of Education (DHEW), Washington, D. C. Bureau of Higher Education.
Apr 70 39p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This manual describes the special services program for disadvantaged students in higher education, ways in which individual projects can be implemented, and the procedures for making application to participate. The program, which was authorized under the Higher Education Amendments of 1968, is designed to increase the number of disadvantaged and physically handicapped students in institutions of higher education. Under this program the institutional grantee may offer "remedial and other services for students with academic potential (a) who are enrolled or accepted for enrollment at the institution, and (b) who by reason of deprived educational, cultural, or economic background or physical handicap, are in need of those services to assist them to initiate, continue, or resume their post-secondary education." Services that may be provided include: counseling, tutorial, special summer programs, career guidance, placement or other student personnel services, and identification, encouragement, or counseling of students with a view to their undertaking a program of graduate or professional education. (AF)
Descriptors: Counseling/ *Disadvantaged Youth/ Educationally Disadvantaged/ *Federal Programs/ *Guidelines/ *Handicapped Students/ *Higher Education/ Special Programs/ Tutorial Programs

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ED040557 40 EC006106
A Community Helper Program for Children with Behavioral and Learning Disorders. Final Report.
Smith, Donald C.
Ohio State Univ., Columbus.
Jun 69 180p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-6-1181
Grant No.: OEG-3-6-061181-1596
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
A community helper project involved 37 untrained volunteers in a one-to-one relationship with children manifesting behavioral and learning problems in school. Most volunteers were nominated by principals; all passed screening and all were women despite efforts for recruiting men. Seventy-four problem children, from grades 1 through 6, and not manifesting mental retardation or physical or sensory handicaps were identified. Mean age of experimentals was 9.2; controls were an average of 1 year older, but of similar class (low to upper middle) and intelligence (low to high average). Experimentals met for 22 interviews over 18 weeks with a helper: 13 controls received remedial tutoring or counseling; 24 controls received no special services. Ratings of behavior, personality, academic achievement, and intelligence indicated no significant differences between the groups. It was suggested that the treatment period be extended and need frequencies analyzed; also, it was recommended that selection procedures for subjects and volunteers be refined. Principals, teachers, and helpers all saw the program as effective. (Author/JD)
Descriptors: Academic Achievement/ *Behavior Problems/ *Community Service Programs/ Counseling/ *Exceptional Child Research/ Individual Characteristics/ Intervention/ *Learning Difficulties/ Program Effectiveness/ Remedial Instruction/ Student Adjustment/ *Volunteers

ED039658 EC005554
An Analysis of the Effectiveness of a College Preparatory Program for the Visually Impaired.
Smith, Clyde Raymond
Arkansas Enterprises for the Blind, Inc., Little Rock.
Nov 69 181p.
Sponsoring Agency: Rehabilitation Services Administration (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
A 9-week summer college preparatory program for the visually impaired provided counseling and training in academics, mobility, and skill and vocational areas. To determine its effectiveness, tests were administered to its 27 participants and to 18 controls. Results indicated that self concept was a significant variable in discriminating between the two groups and in predicting students likely to persist through the freshman year. The semantic differential techniques also rendered data significant both as a discriminator and a predictor. Anxiety was found not to be significant: attrition was greatest among the 18 controls. (Author/JD)
Descriptors: Anxiety/ Blind/ College Freshmen/ *College Preparation/ Counseling/ *Exceptional Child Research/ Prediction/ *Program Effectiveness/ Self Concept/ Self Evaluation/ Skill Development/ Student Attitudes/ *Success Factors/ Summer Programs/ *Visually Handicapped/ Vocational Education

ED038824 EC005638
The Proceedings of the Sessions on Gifted and Talented Children. Special Education Conference (21st, Charlotte, North Carolina, November 20-22, 1969).
Tongue, Cornelia, Ed.
North Carolina State Dept. of Public Instruction, Raleigh.
Apr 70 86p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Seven speakers consider gifted and talented students. George Welsh defines the relationship of personality and classroom performance; Marvin Gold describes differential education; and C. Douglas Carter discusses special programs at the elementary level. Also treated are the nature and identification of creativity, by Betty Stovall, advanced placement in the high school, by Daniel Beshara, and guidance needs in the elementary school, by Ann W. Harrison. James L. Bray reviews the theory and curriculum of the Governor's School of North Carolina, a special school for gifted students. (JD)
Descriptors: Advanced Placement/ Counseling/ *Creativity/ Educational Needs/ *Educational Programs/ *Exceptional Child Education/ *Gifted/ Identification/ Personality

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ED036958* EC005368
Family Therapy and Disturbed Families.
Zuk, Gerald H., Ed.; Boszormenyi-Nagy, Ivan, Ed.
69 243p.
Available from: Science & Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306
Document Not Available from EDRS.
Presented at a conference at which authors represented major theoretical positions in the field, most of the papers use family therapy as an important source of observations or ideas, or as a means to pinpoint methodological problems. Papers are grouped in sections as follows: four which introduce the reader to the field of specialization, provide historical referents and contrasts, and suggest issues, areas, and special problems in psychopathology; six which address themselves to describing pathogenicity in the family system through discussions of prejudice and scapegoating, relational modes and meaning, a cybernetic approach, entropy, family system as a model for ego system, and pathogenic strategies against being silenced; and three concerning the relationship among pathogenicity, sociocultural phonomena, and the family or marriage system. The final five papers are directed to clinical or treatment-related issues and explore the communication of values in family therapy, the role of mourning and empathy in conjoint marital therapy, co-therapy teamwork relationships, the origin of adolescent disturbances in the family, and the secret agenda of the therapist doing couples therapy. (RJ)
Descriptors: Counseling/ *Emotionally Disturbed/ *Exceptional Child Services/ *Family Counseling/ *Family Problems/ Family Relationship/ Interpersonal Relationship/ Marital Instability/ Psychopathology/ *Psychotherapy/ Schizophrenia/ Social Influences/ Teamwork

ED036954 EC005256
A Program to Increase the Motivation of Low Achieving Students. Final Report.
Sutton, Jeannette Schur; And Others
Syosset Central School District 2, N.Y.
68 114p.
Sponsoring Agency: New York State Education Dept., Albany. Div. of Research.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
A 3-year guidance program to increase achievement level and motivation admitted 73 low achieving 10th graders. Experimental subjects were assigned to seminar or non-seminar groups; controls remained in the usual slow track. Both experimental groups were divided into smaller groups for flexibly programed classes in English, social studies, and reading and for guidance classes; both groups participated in weekly cultural programs and field trips. The seminars for the one group provided individual counseling, conferences, supervised study, and library work. Students were evaluated throughout the program. Results varied from year to year but there were no significant differences in IQ or motivation. Although all had losses in achievement test scores at the end of the 1st year, the seminar group ranked first at the close of the program on every criterion measure variable, thus suggesting a differential response to the program. (JD)
Descriptors: Academic Achievement/ Attendance/ Counseling/ Cultural Activities/ English/ *Exceptional Child Research/ Field Trips/ Guidance/ Guidance Counseling/ *Guidance Programs / *Low Achievers/ *Motivation/ Remedial Reading/ Social Studies/ Special Classes/ Student Seminars

ED036951 EC005206
The Diagnostic and Adjustment Center. End of Budget Period Report.
Saint Louis Board of Education, Mo.
May 68 141p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
A pilot project to provide educational, psychological, and social services for elementary school children who are educationally retarded, emotionally disturbed, or socially maladjusted was developed to help a school system deal more effectively with disruptive or learning disabled children. An interdisciplinary approach was used and three major types of activities were implemented: social, educational, and psychological diagnoses with planned remediation; development of eight special classes; and a consultation program to help regular class teachers recognize incipient difficulties. These activities are described as are pupil behaviors in the classes and an evaluation of 27 experimental students who had been in the project for a minimum of 6 months. In reading and arithmetic achievement and on the full scale Wechsler Intelligence Scale for Children the experimentals progressed significantly more than controls who remained in regular classes. The pilot program was considered a success and a new program has begun focusing on expanding the service and training already initiated. Appendixes contain records, applications, forms, reports, and case studies. (RJ)
Descriptors: Academic Achievement/ Anti Social Behavior/ Behavior Problems/ Case Studies (Education)/ Classroom Environment/ Consultation Programs/ Counseling/ *Educational Programs/ Emotionally Disturbed/ *Exceptional Child Education/ *Interdisciplinary Approach/ Program Evaluation/ *Psychoeducational Clinics/ Reinforcement/ *Student Evaluation/ Teaching Methods

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ED036935 EC005006
Project Re-ED: New Concepts for Helping Emotionally Disturbed Children.
Bower, Eli M.; And Others
George Peabody Coll. for Teachers, Nashville, Tenn.
69 28p.
Sponsoring Agency: National Inst. of Mental Health (DHEW), Bethesda, Md.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
To meet the needs of emotionally disturbed children, a residential program was planned to provide re-education for such children and training for the teaching staff. A model school served 40 children, aged 6 through 12, in five groups, each having a team of two teacher counselors and a liaison teacher backed by consultants. Teacher and parent ratings 18 months after discharge indicated moderate or great improvement for 80% of the children; additional ratings also indicated improvement. The project process, experience, cost, and manpower development program were considered as well. (JD)
Descriptors: Academic Achievement/ Adjustment (to Environment)/ Behavior Change/ Counseling/ Counseling Instructional Programs/ Counselors/ *Emotionally Disturbed/ *Exceptional Child Research/ *Inservice Teacher Education/ Interpersonal Relationship/ Program Development/ Program Evaluation/ *Residential Schools/ Self Concept
Identifiers: Project Re-ED

ED036921 EC004894
Summary and Evaluation of the Regional Educational Diagnostic Treatment Center 1966-1969.
Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
69 118p.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
A diagnostic treatment center for learning disabilities and emotional problems was developed to serve six school systems. Evaluation by the multidisciplinary staff covered behavior, family background, health, and intellectual, perceptual motor, emotional, and educational functioning. Treatment plans, developed by the team which subsequently met with the school personnel, involved the child in play, and educational or behavioral therapy on an individual or group basis. Treatment also altered the child's environment by providing family therapy and parent counseling, mothers' groups, school or parent conferences, or staff consultants to work with school personnel. Consensual judgment of change (by parents, schools, and staff) in school work, and in educational and behavioral functioning indicated mild improvement in 60.9% of the cases and marked improvement in 16.2%, with girls showing more improvement (p less than .01). Appendixes provide ranking scales and client classification and other forms and describe treatments. Descriptive data are given for a sample of 350 cases. (JD)
Descriptors: Academic Achievement/ Adjustment (to Environment)/ Behavior Change/ Behavior Rating Scales/ *Clinical Diagnosis/ Consultants/ Counseling/ Diagnostic Teaching/ Educational Therapy/ *Emotionally Disturbed/ *Exceptional Child Research/ Individual Characteristics/ Interdisciplinary Approach/ *Intervention/ *Learning Disabilities/ Parent Participation/ Play Therapy/ Psychoeducational Processes/ School Services
Identifiers: Elementary and Secondary Act Title III Project/ ESEA Title III Project

ED036037 EC004968
The Gifted. Exceptional Children Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Nov 69 26p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The bibliography contains 89 abstracts dealing with counseling, achievement, creativity, characteristics, education, and other topics relating to the gifted. Included are an author and subject index and information on cost either for individual documents or for the entire bibliography. (JM)
Descriptors: Abstracts/ Acceleration/ *Bibliographies/ Cognitive Processes/ Counseling/ Creativity/ Educational Programs/ Enrichment/ *Exceptional Child Education/ Exceptional Child Research/ *Gifted/ Identification

ED036035 EC004966
Counseling and Psychotherapy with the Handicapped. Exceptional Children Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Nov 69 13p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
A bibliography of 41 abstracts concerns itself with psychotherapy and counseling of the mentally, aurally, and visually handicapped, and also provides information on the emotionally disturbed and the physically handicapped. Included are a subject and author index, information on using the bibliography, and information on ordering the entire collection or individual documents. (JM)
Descriptors: Abstracts/ Autism/ *Bibliographies/ *Counseling/ Emotionally Disturbed/ *Exceptional Child Services/ *Handicapped Children/ Mentally Handicapped/ *Psychotherapy/ Rehabilitation

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ED036014# EC004871
The Slow Learner.
Roucek, Joseph S., Ed.
69 373p.
Available from: Philosophical Library, Inc., 15 East 40th Street, New York, New York 10016 ($10.00)
Document Not Available from EDRS.
Papers on the slow learner treat physical defects and learning abilities, social and economic background as an obstacle to learning, the causes of dropouts and lapses in study, and the limitations and potential of the ungifted. The contribution interest in the slow learner has made to education is discussed; also discussed are problems of the socially unmotivated, the slow gifted, the racially deprived, and the black. Further papers consider the slow learner and school counseling, Head Start and other preschool enrichment programs, English, social studies, science teaching, mathematics, programed instruction, reading, and spelling. A selected bibliography of books and periodical articles is provided on each of the above areas. (JD)
Descriptors: Counseling/ Disadvantaged Youth/ Dropouts/ Economic Disadvantagement/ English/ *Exceptional Child Education/ Gifted/ *Learning Difficulties/ Mathematics/ Minority Groups/ Motivation/ Negroes/ Preschool Programs/ Programed Instruction/ Retarded Readers/ Sciences/ *Slow Learners/ Social Influences/ Social Studies/ Spelling/ *Teaching Methods

ED036013 EC004869
The Deaf Man and the World; Work - Love - Worship - Play. Proceedings of National Forum II, Council of Organizations Serving the Deaf (New Orleans, Louisiana, February 19-22, 1969).
Jones, Ray L., Ed.
Council of Organizations Serving the Deaf, Washington, D.C.
69 96p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Papers and speeches concern the interaction of the deaf to a hearing world. Areas considered are the self concept of the deaf by Robert G. Sanderson, the problem of employment by Arthur G. Norris, underemployment by Abraham Stahler, the relationship of the deaf to his hearing family by Rosslyn Gaines Suchman, and personal counseling by Richard K. Johnson. Also included are discussions on the need for independence by Larry G. Stewart, community integration of the deaf by Robert R. Lauritsen, the world of religion by Rev. Rudolph E. Gawlik, and the world of recreation by Nanette Fabray. Appendixes provide information concerning the conference. (JM)
Descriptors: Adults/ *Aurally Handicapped/ Counseling/ Deaf/ Employment Level/ Employment Problems/ *Exceptional Child Education/ Family Relationship/ Interpersonal Competence/ Recreational Activities/ Religious Factors/ *Social Adjustment / Social Development/ Social Integration

ED035116# EC004267
Blindness Research: The Expanding Frontiers; A Liberal Studies Perspective.
Goldberg, Maxwell H., Ed.; Swinton, John R., Ed.
69 544p. Proceedings of the National Consultation Concerning Needed Research in the Behavioral Sciences and the Humanities with Reference to Problems Related to Blindness (University Park, Pa., April 9-12, 1967)
Available from: Pennsylvania State University Press, University Park Station, Pennsylvania 16802 ($12.50)
Document Not Available from EDRS.
Papers presented during a national conference on research on blindness are concerned with the following: the individual, stress, and the new world of social and technological change; parent-child relationships; old age; childhood and adolescence; social participation and citizenship; motivation; and education. Also discussed are stress and reaction to loss, counseling, the agency and the person, placement and occupation, the multiply handicapped blind (4 presentations) and the human values of the research frontier. Two contributions by major speakers in each area are followed by sessions reports; references are listed after each chapter. (LE)
Descriptors: *Adjustment (to Environment)/ Adolescents/ Agency Role/ *Counseling/ Educational Research/ *Exceptional Child Research/ Family Relationship/ Motivation/ *Multiply Handicapped/ Occupational Guidance/ Older Adults/ Parent Child Relationship/ Personal Adjustment/ Research Needs/ Services/ Social Attitudes/ Social Life/ Technological Advancement/ *Visually Handicapped/ Vocational Adjustment/ Vocational Rehabilitation

69

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ED035114 EC003928
The Central Catalog. Instructional Materials Reference Center for Visually Handicapped Children.
American Printing House for the Blind, Louisville, Ky.
Aug 68 771p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-2-6062289-1582
EDRS Price MF-$ 1.39 HC-$38.72 PLUS POSTAGE
Intended as a source of information for the benefit of transcribers, school administrators, teachers, librarians, students, parents, and all workers for the blind, the catalog contains an alphabetical listing, by subject area, of completed titles of books listed in the Central Catalog of volunteer produced braille, large type and recorded textbooks. Commercially produced large type textbooks and supplementary reading materials are also cited. Although the catalog cannot be supplied to individuals, copies are available at all residential schools for the blind, state departments of education, Instructional Material Centers, major volunteer transcribing groups, agencies for education of visually handicapped, and commercial producers of large type. Supplements will be issued periodically. (CD)
Descriptors: Art/ Biographies/ *Braille/ Childrens Books/ Counseling/ Dictionaries/ *Exceptional Child Education/ Family Life Education/ Health/ Home Economics/ Industrial Arts/ Instructional Materials/ Language Arts/ Languages/ *Large Type Materials/ Mathematics/ Occupational Information/ Philosophy/ Physical Education/ Psychology/ Religion/ Sciences/ Social Sciences/ *Talking Books/ *Visually Handicapped

ED034353 EC004733
California Project Talent: Acceleration Programs for Intellectually Gifted Pupils.
Robeck, Mildred C.
California State Dept. of Education, Sacramento.
68 185p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
A description of Project Talent includes discussions of preceding research indicating that acceleration was effective and beneficial and outlines provisions utilized for acceleration (early admission, ungraded primary and elementary, individual and advanced placement, grade skipping, combination grades, and time compression). Detailed are the administrative procedures involving the advantages and problems of the program and the establishment of new programs, and the identification and placement of pupils in connection with the role of psychologists, counselors, and psychometrists, plus the counseling of pupils, parents, and teachers. The curriculum for the grade 3 summer session, with its goals, content, organization, and evaluation is provided. Functions and selections of case studies as used in the process of identification, and the study of intellectual development of the accelerate are discussed along with counseling methods. Evaluations are presented of the California Project Talent program, Pasadena's acceleration program, the Ravenswood program, and the placement of individuals in the California program. Also included are eight recommendations for the future, research suggestions, appendixes, and tables of results. (JM)
Descriptors: Ability Identification/ *Accelerated Programs/ *Administration/ Case Studies (Education)/ Classroom Arrangement/ Counseling/ Counselor Role/ Curriculum Design/ *Exceptional Child Education/ *Gifted/ Parent Counseling/ Program Administration/ *Program Evaluation/ Records (Forms)/ Research Reviews (Publications)/ Student Evaluation/ Student Placement
Identifiers: California

ED034343 EC004696
Special Education and Resource Center Project, 1966-69. ESEA Title III Final Evaluation Report.
Wichita Unified School District 259, Kans.
Aug 69 218p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE
At the end of a 3-year period a diagnostic and resource center and its services were evaluated. Questionnaires, tests, case histories, interviews, and rating scales indicated that the center was effective in creating an awareness of diagnostic needs and programs and in providing educational programs, psychological services, medical services, and therapy for handicapped children. The following supportive services were provided: parental counseling, consulting for supplementary and/or regular classrooms, resource materials and equipment, and mobility orientation. In addition, placement was provided for nearly 200 pupils; academic growth was shown; pupils improved in skill areas, attitudes, and ability to function in group activities; and 53 pupils were able to return to regular classroom programs. Reactions to all services were commendatory, efficient diagnostic and screening procedures were developed, and effective classroom programs were established. The project demonstrated that a school oriented center could coordinate activities involving schools, patrons, and community agencies. (Author/JM)
Descriptors: Aurally Handicapped/ Community Programs/ Counseling/ Educable Mentally Handicapped/ Educational Diagnosis/ *Educational Facilities/ Emotionally Disturbed/ Evaluation Methods/ *Exceptional Child Education/ *Handicapped Children/ Learning Disabilities/ Low Achievers/ Negro Youth/ Orthopedically Handicapped/ *Program Evaluation/ *Special Services/ Student Evaluation/ Trainable Mentally Handicapped
Identifiers: Kansas

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ED034330* EC004266
Family Dynamics and Female Sexual Delinquency.
Pollack, Otto; Friedman, Alfred S.
69 210p.
Available from: Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306
Document Not Available from EDRS.
Papers included are marriage as the cornerstone of the family system, developmental difficulties and the family system, mental health implications of family structure, delinquency and the family system, sexual delinquency among middle class girls, developing standards of sexual conduct among deprived girls, families out of wedlock, and a community project for unwed pregnant adolescents. Further discussions concern a psychodynamic view of sexual promiscuity, three typical constellations in female delinquency, an overview of the family and the female delinquent, the runaway girl, variations of incest, a case history of sexual promiscuity, the family constellation from the standpoint of various siblings, family structure, family language and the puzzled therapist, therapy for underprivileged delinquent families, and observations in therapy of the sexually delinquent female. References follow chapters. (LE)
Descriptors: Adolescents/ Behavior Problems/ Counseling/ *Delinquency/ Delinquency Causes/ Delinquent Behavior/ Disadvantaged Youth/ Environmental Influences/ *Exceptional Child Services/ *Family (Sociological Unit)/ Family Counseling / Family Relationship/ Family Structure/ Females/ Parent Child Relationship/ Psychotherapy/ Sexuality/ *Socioeconomic Influences

ED034042 VT009641
Guided Occupational Training. A Vocational Work Experience Program for Intellectually Limited and Educationally Handicapped Students. Final Report.
New York State Education Dept., Albany. Bureau of Occupational Education Research
Jun 69 64p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Twenty-four intellectually limited and educationally handicapped 10th grade students participated in the first year of the Guided Occupational Training program of the Oceanside Senior High School. An academic core of English, citizenship, and mathematics was blended with classes in one of the following areas: (1) business education and office skills, (2) home economics and food trades, (3) prevocational-industrial education, and (4) distributive education. Depending on their age, interests, and aptitudes, students also worked in private employment or some unit of the school system related to the occupational courses they were studying. In addition, each student attended weekly group counseling sessions and individual sessions as needed. There were no dropouts from the experimental group, compared to a 25 percent rate in the control group. While academic growth was limited, there was significant growth of employer satisfaction with gains in the areas of motivation and attitudes toward self, peers, and society. School attendance and in-school behavior improved. Implications for educating other youths with special needs are suggested. (JK)
Descriptors: Counseling/ Curriculum/ *Educationally Disadvantaged/ General Education/ High Schools/ Individual Characteristics/ *Mentally Handicapped/ Program Evaluation/ Psychological Tests/ Questionnaires/ *Research Projects/ Slow Learners/ Vocational Education/ *Work Experience Programs

ED032708 EC004648
Psychiatry and the Deaf.
Rainer, John D., Ed.; Altshuler, Kenneth Z., Ed.
New York State Psychiatric Inst., N.Y.
68 166p.
Sponsoring Agency: Rehabilitation Services Administration (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE
A compilation of presentations from a meeting on psychiatry and the deaf, the text includes the following discussions: background and history of the New York State mental health program for the deaf; an introduction to the program of the New York School for the Deaf; school psychiatric preventive programs; adjustment problems presented by a panel of deaf adults; and a demonstration of a psychiatric inpatient program including a tour facilities, case presentations, group therapy, and an occupational therapy workshop. Additional topics considered are theoretical considerations in development and psychopathology of the deaf, diagnostic aspects including psychiatric and psychological examinations, group therapy with adolescents, psychiatric treatment, state wide organization of psychiatric services, alternative communication systems for the deaf, cultural and environmental influences in emotional development, and group psychiatry for the hospitalized deaf. Diagnostic evaluation of hearing impaired children, a pilot program for a state hospital, a plan for a clinical and research program for psychotic patients, and a conference summary are also discussed. (RJ)
Descriptors: Adjustment (to Environment)/ *Aurally Handicapped/ Behavior Problems/ Case Studies (Education)/ Counseling/ *Emotionally Disturbed/ Environmental Influences/ *Exceptional Child Services/ Family Relationship/ Group Therapy/ Institutionalized (Persons)/ Parent Counseling/ Psychiatric Services/ *Psychiatry/ Psychological Evaluation/ Psychotherapy/ Residential Schools/ Schizophrenia/ State Programs/ Vocational Adjustment

ED031856 EC004324
CEC Selected Convention Papers; Annual International Convention: Behavioral Disorders.
Council for Exceptional Children, Washington, D.C.
Apr 68 50p.; CEC Selected Convention Papers from the Annual International Convention (46th, New York City, April 14-20, 1968).
Available from: (Selected Convention Papers) The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
Selected papers on behavioral disorders include the following: aggression as an indicator for rehabilitative efforts by Herbert Grossman; the evaluation of differential low rate conditioning procedures on destructive behavior by Christine Walken; a modification for non-directive therapy by Robert V. Turner; Piaget, Skinner and a comprehensive preschool program for lower class children and their mothers by Norma Radin; techniques for behavior management by Roger Kroth; problems in self-concept research by Lee Joiner, Edsel Erikson and Richard Towne; and psychodynamic management procedures by Henry Fishel. Abstracts of articles treat these subjects: educational problems and issues for the juvenile offender by Garland Wollard; special education for addicted students by Herbert Rusalem; research and characteristics of teachers by John Mesinger; a report of desensitization and tutoring therapy by Daryll Bauer. This unit of reports is available in microfiche. (WW)
Descriptors: Abstracts/ Aggression/ Behavior Change/ *Conference Reports/ Counseling/ Delinquency/ *Emotionally Disturbed/ *Exceptional Child Research/ Preschool Programs/ Reinforcement/ Self Concept

ED031003 EC003682
Preventive Rehabilitation; A Promise for the Future.
Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.
68 77p.
Sponsoring Agency: Rehabilitation Services Administration (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
To provide preventive treatment, counselors from the Division of Vocational Rehabilitation (DVR) worked through a school project to serve adolescents with disabilities which might make job adjustment difficult. During the 5-year project, over 5,000 adolescents were referred; 1,800 or 40% of whom were in the school project; more than 1,000 or 55% were accepted for treatment, and the other 45% were being processed. Compared to clients in the traditional program, clients in the school project were younger, with about half 14 and 15 years old. All received diagnostic services. The most frequent disability was found to be emotional disturbance; the next most frequent were orthopedic impairments and mental retardation. Special treatment facilities offered included a college program, a day care program at a private mental hospital, community workshops for retarded clients, a group therapy program for emotionally disturbed clients and their parents, and a camp for emotionally disturbed clients. Interviews evaluating the project indicated that the DVR counselor played the crucial role in its functioning; ratings of the counselors indicated that the DVR counselor's relationship with the school guidance counselor was important. Of a sample of 91 active clients, most had been referred at age 14 or 15 for psychological problems. Of nearly 2,300 cases closed during the project, only about half were employed and half were closed after referral. (JD)
Descriptors: Camping/ Case Records/ Counseling/ Counselor Role/ Day Care Programs/ *Emotionally Disturbed/ *Exceptional Child Research/ Interdisciplinary Approach/ Medical Evaluation / Parent Counseling/ Participant Characteristics/ *Physically Handicapped/ Program Costs/ Program Evaluation/ Psychological Evaluation/ Sheltered Workshops/ *State Programs/ *Vocational Rehabilitation
Identifiers: Rhode Island

ED030253# EC003995
Problems in Child Behavior and Development.
Senn, Milton J. E.; Solnit, Albert J.
Jul 68 282p.
Available from: Lea & Febiger, 600 South Washington Square, Philadelphia, Pennsylvania 19106 ($8.50)
Document Not Available from EDRS.
Intended for the pediatrician and general practitioner, the text presents methods of dealing with problems in child and family behavior. Areas covered include developmental theory, pregnancy, pediatric evaluation, therapeutic management, paramedical support in pediatric practice, and special problems. Also discussed are five age groups: the newborn and young infant (birth to 6 months), the older infant (6 to 18 months), the toddler and preschool age (under 5 years), school age and preadolescence (5 to 12 years), and puberty and early adolescence (12 to 15 years). A bibliography cites 32 suggestions for further reading. (JD)
Descriptors: Adolescence/ Behavior Problems/ Case Studies (Education)/ *Child Development/ Clinical Diagnosis/ *Counseling/ Emotionally Disturbed/ Emotional Maladjustment/ *Exceptional Child Education/ Infancy/ Medical Evaluation/ Medical Treatment/ Paramedical Occupations/ *Parent Child Relationship/ Personality Development/ Physicians/ Pregnancy/ Preschool Children/ Psychosis

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ED030241* EC003924
Clinical Speech in the Schools; Organization and Management.
Van Hattum, Rolland J., Ed.
69 381p.
Available from: Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($12.50)
Document Not Available from EDRS.
Eleven articles, including an overview by Van Hattum, consider the nature of the speech specialist and his administrative responsibilities. The role of the speech clinician, as a professional person, is treated by Myfanwy Chapman; as a member of the educational team, by Frederick Garbee; as a consultant, by Gerald Freeman; as a counselor, by Charles Wange; and as a researcher, by Oliver Nikoloff. Aspects of professional planning of the speech clinician covered include program scheduling, by Van Hattum; planning time and facilities, by Lee Fisher; case finding, selection, and load, by Ronald Sommers; the therapy program, by Sommers; and reporting in the schools and to the community, by Fisher. (GO)
Descriptors: Administrator Role/ Classrooms/ Consultants/ Counseling/ Educational Equipment/ Educational Facilities/ Ethical Values/ *Exceptional Child Education/ Identification/ Interdisciplinary Approach/ Parent Counseling/ *Program Administration/ Research Methodology/ Scheduling/ School Organization/ School Systems/ *Speech Handicapped/ *Speech Therapists/ *Speech Therapy/ Student Records/ Teacher Attitudes/ Teacher Responsibility/ Teacher Role/ Teaching Load / Time Blocks

ED028547 EC002957
Promising Practices in the Education of Superior Students: A Demonstration Program.
Rothney, John W.M.; Sanborn, Marshall P.
Wisconsin Univ., Madison.
Jun 68 226p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE
A three-pronged demonstration project carried on over a 4-year period in the area of education of the gifted is reported. The first phase described involves selected students from 75 secondary schools ... began in ninth grade to visit the university laboratory 1 day each year for evaluation, counseling, and the chance to attend classes; also described is the role of the laboratory staff who visited the schools, conferred with parents, and counseled students. An attempt to acquaint teachers, administrators, parents of gifted students, and lay citizens with procedures for discovering superior students and making special provisions for their education is the second phase which is considered in terms of its implementation through publications, 300 training sessions for secondary school faculties, 16 workshops for key school personnel, and special appearances at professional conferences. Results of the third phase are reported of a survey questionnaire sent to all Wisconsin secondary schools to determine the extent to which 18 specified types of superior student activities had been implemented which indicated that both individual and group programs were more often accomplished in larger schools than in smaller ones and that there was more willingness to try procedures involving adding to the regular program than deleting from it. (RJ)
Descriptors: Advanced Placement/ Correspondence Courses/ Counseling/ *Demonstration Projects/ Early Admission/ *Educational Programs/ Enrichment Programs/ *Exceptional Child Research/ *Gifted/ Independent Study/ Individualized Programs/ Inservice Education/ Records (Forms)/ Staff Role/ Student Evaluation/ Student Seminars/ Summer Programs/ Work Experience Programs/ Workshops

ED027671* EC003529
Behavioral Problem Children in the Schools: Recognition, Diagnosis, and Behavioral Modification.
Woody, Robert H.
10 Jan 69 264p.
Available from: Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($5.00).
Document Not Available from EDRS.
Directed primarily for classroom teachers, school counselors, and school psychologists, the book considers the psychology of behavioral problem children and ways of coping with their behavior. Aspects of recognition and diagnosis discussed are the school and the behavioral problem child, causes and characteristics of behavior problems, detection and referral, and psychoeducational diagnosis. Behavioral modification is described in terms of influencing and modifying behavior, types of behavior modification, general and specialized behavioral modification techniques, and implementing behavioral modification in the schools. Reference lists are provided throughout the text. (LE)
Descriptors: Administrator Role/ *Behavior/ *Behavior Change / Behavior Problems/ Clinical Diagnosis/ Counseling/ Counselors/ Etiology/ *Exceptional Child Education/ Identification/ Inservice Education/ Negative Reinforcement/ Positive Reinforcement/ Psychoeducational Processes/ Psychologists/ Psychotherapy/ Reinforcement/ Standards/ Teacher Role

DIALOG File1: ERIC 66-MAY78 (Item 121 of 155) User1210 17may78

ED027670* EC003528
Social Services to the Mentally Retarded.
Beck, Helen L.
69 207p.
Available from: Charles C. Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.75).
Document Not Available from EDRS.
Written primarily for social workers who deal with the retarded and their families, the text surveys the needs in mental retardation and ways of meeting those needs. Aspects considered are causes and manifestations, evaluation and planning, and organizational problems; the retardate in the community; behavioral manifestations; and social implications. Services are discussed in terms of the process of discovery and information, special services, special use of community services, residential facilities, and services to the family; social work goals and techniques are described along with situational problems. Services to the retarded and their families are treated with reference to the social workers on the professional team, the psychosocial diagnosis, the professional relationship, and casework treatment. Also presented are some specific concerns of parents and social workers in looking ahead and conclusions regarding social work research and consultation in the future. (JD)
Descriptors: Behavior Change/ Church Role/ Community Services/ *Counseling/ Counselor Role/ Educational Programs/ Etiology/ *Exceptional Child Services/ *Family (Sociological Unit)/ Family Problems/ Individual Characteristics/ Institutional Facilities/ *Mentally Handicapped/ Parent Attitudes/ Parent Counseling/ Recreational Facilities/ *Social Services/ Social Work/ Social Workers

ED027664 EC003463
Minimal Brain Dysfunction: A New Problem Area for Social Work; A Symposium, The Annual Forum of the National Conference on Social Welfare (Dallas, Texas, 1967).
National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.
68 33p.
Report No.: E-38
Available from: National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612 ($0.25).
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Four papers present major dimensions of minimal brain dysfunction. S.D. Clements lists medical and behavioral guidelines for the diagnostic evaluation of children with this condition, and discusses symptoms and their general course. In considering the impact of neurological disease on families, J.W. Conwell discusses the potentially devastating effect on the person and his family, the emotional impact of an invisible disability, the fear of epilepsy, appearance of normality and increasing difficulty of accepting the condition, the possible disruptions in behavior, and the difficulties in obtaining clear cut diagnoses. D.L. McCarthy describes parent programs in a center where parental involvement is encouraged and parent counseling is provided, and also describes the role of the counselor. J.D. Johnson delineates some educational principles for these children under the topics of diagnosis and evaluation, task analysis, relationship of learning functions, planning, and educational programs and goals. (DF)
Descriptors: Clinical Diagnosis/ *Counseling/ Counseling Services/ Counselor Role/ Educational Diagnosis/ Emotional Adjustment/ *Exceptional Child Services/ *Family (Sociological Unit)/ *Identification/ Individual Characteristics/ *Learning Disabilities/ Minimally Brain Injured/ Parent Attitudes/ Parent Counseling/ Perceptually Handicapped/ Task Analysis/ Teacher Role/ Teaching Methods
Identifiers: National Easter Seal Society for Crippled Children

ED027655 EC002975
The New Jersey Comprehensive Plan to Combat Mental Retardation.
New Jersey Div. of Mental Retardation, Interdepartmental Committee on Lifetime Disability.
Jun 66 180p.
Sponsoring Agency: Public Health Service (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
Recommendations to combat mental retardation in New Jersey are made in the following areas: coordination; research; prevention, detection, and treatment; clinical, social, recreation, and religious services; residential care; education; vocational rehabilitation; law; manpower and training; and public awareness. Additional information is given concerning the scope of the problem, including definition, measurement and classification, and prevalence. Services in 21 areas are described, as are state programs in the Departments of Institutions and Agencies, Health, Education, Labor and Industry, and State (the Division on Aging). Cost of program implementation, community programs, the State construction plan, and new project proposals are also treated. Nine charts, four appendixes, a bibliography, and information on making this report are provided. (JD)
Descriptors: Clinical Diagnosis/ Community Programs/ Cooperative Planning/ Counseling/ Day Care Programs/ Educational Programs/ *Exceptional Child Services/ Incidence/ Legislation/ *Mentally Handicapped/ Personnel Needs/ Preschool Programs/ Prevention/ Program Costs/ Research Needs/ Residential Programs/ State Agencies/ *State Programs/ Vocational Rehabilitation/ Welfare Services
Identifiers: New Jersey

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ED026755* EC002066
Vocational Guidance for the Deaf: A Classified Guide to the Basic Requirements for Occupations Open to the Profoundly Deaf.
Montgomery, G.W.G.
67 43p.
Available from: The Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($3.75).
Document Not Available from EDRS.
Published in Britain for use by counselors and placement officials, the book offers a systematic attack on occupational placement problems of the prelingually deaf. The system is based on a vocational guidance profile, which is developed from intelligence and achievement test scores. The vocational guidance profile is explained, and occupational prospects for the deaf and general considerations for placement are treated. The classified list of occupations and its use in placement are described as follow: test scores from the profile are categorized into P (performance), I (written intelligence), N (written tests of numerical ability), L (written tests of language skills), O (tests of oral skills). Following each occupation listing is the code letter with the estimated standard score of the average worker in the occupation named; other notations indicate special physical or ability requirements and/or hazards of particular jobs, and possible financial or training demands. The classified list of occupations is recommended for use only in conjunction with individual vocational guidance profile scores and knowledge of local employment conditions. Profiles are provided as normative information in the areas of scientific, professional and office workers, skilled and unskilled, tradesmen, and unemployed. Listings are given of agencies and services for the deaf, mostly in Britain, and of 35 references. (JB)
Descriptors: *Aurally Handicapped/ *Counseling/ Deaf/ *Exceptional Child Services/ Job Placement/ Jobs/ Job Skills/ Occupational Guidance/ Occupational Information/ Occupational Tests/ Out of School Youth/ Rating Scales/ Vocational Aptitude / Vocational Counseling/ *Vocational Rehabilitation
Identifiers: Great Britain

ED025863 EC001859
Curriculum Materials Developed from a Conference on the Juvenile Court and Vocational Rehabilitation (April 4-6, 1967, Boston, Massachusetts).
Margolin, Reuben J., Ed.
Northeastern Univ., Boston, Mass Dept. of Rehabilitation and Special Education.
67 102p.
Sponsoring Agency: Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Grant No.: VRA-9321
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
An introduction explaining the need for a workshop on the juvenile court and vocational rehabilitation opens this conference report. Papers presented include "Educational Aspects of Delinquency: Its Implications for Vocational Rehabilitation" by William C. Kvaraceus, "Psychological Aspects of Delinquency: Implications for Vocational Rehabilitation" by Joseph L. Massimo, "Some Sociological Aspects of Delinquency: Implications for Vocational Rehabilitation" by Stephen Schafer, "Legal Aspects of Delinquency: Juvenile Courts and Vocational Rehabilitation" by Ted Rubin, and "The Juvenile Court and Vocational Rehabilitation: Possibilities of Corporative Relationships" by Dorothy Singer. A section on "Practical Applications: Successful Programs in Rehabilitating the Delinquent" includes descriptions of the Family Court in Rhode Island and the Springfield Goodwill Industries Program. A brief commentary precedes each paper or section. The appendix lists workshop planning committee members, speakers, and participants. (LE)
Descriptors: Adolescents/ Conference Reports/ Counseling/ Counselor Role/ Courts/ Crime/ *Delinquency/ Delinquency Causes/ Delinquency Prevention/ Delinquent Rehabilitation/ *Exceptional Child Services/ Federal Aid/ Grants/ Interagency Cooperation/ Psychological Needs/ Rehabilitation Programs/ Responsibility/ School Role/ Social Factors/ Special Services/ State Programs/ *Vocational Rehabilitation/ Work Attitudes/ Workshops/ Youth Agencies

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ED025076# EC003033
Dogmatism and Visual Loss. American Foundation for the Blind Research Series, Number 17.
Hallenbeck, Phyllis N.
67 108p.
Available from: American Foundation for the Blind, 15 West 16th Street, New York, New York 10011 ($1.50).
Document Not Available from EDRS.
Emotional reactions to loss of vision were studied with 32 adventitiously blind male subjects of average or higher intelligence, aged 18 to 61 years, who were entering active rehabilitation programs with various agencies. Subjects completed Rokeach's Dogmatism Scale and were interviewed to assess attitudes about blindness. The interviews were rated by two clinical psychologists and averaged for each subject to yield global depression and denial scores. Behavioral scales completed by two agency staff members were averaged to yield behavior depression and denial scores. Scores were then correlated. Dogmatism was found to be significantly related to denial of blindness and its effects (p .01) and inversely related to depression (p .01). Correlations between dogmatism and behavior denial scores differed significantly for a subgroup of 16 subjects with sudden onset (p .02), with the sudden onset group showing less denial; however, global score correlations did not differ significantly. Implications are that acceptance of visual loss and rehabilitation are facilitated when the subject's emotions are involved in the grieving process, when the subject receives guidance during the early critical phase, and when the facts of the disability are kept in the subject's attention. (MM)
Descriptors: *Adjustment (To Environment)/ Adjustment Problems/ Adults/ Anxiety/ *Attitudes/ *Behavior/ Behavior Rating Scales/ Blind/ Changing Attitudes/ Counseling/ Dogmatism/ Emotional Adjustment/ *Exceptional Child Research/ Inhibition/ Personality/ Personality Change/ Psychological Patterns/ Question Answer Interviews/ Rating Scales/ *Visually Handicapped/ Withdrawal Tendencies (Psychology)
Identifiers: Rokeach Dogmatism Scale

ED025066# EC002794
Temperament and Behavior Disorders in Children.
Thomas, Alexander; And Others
15 Apr 68 309p.
Available from: New York University Press, 32 Washington Square, New York, New York 10003 ($8.50).
Document Not Available from EDRS.
A longitudinal study begun in 1956 on the effect of the child's temperament on his development included 141 children, 136 of whom remained throughout the study. Aged 4 to 10 years in 1966, the 69 boys and 67 girls had a mean IQ of 127 established at 3 and 6 years of age and were from 85 middle or upper middle class families. The Parental Attitude Research Instrument indicated a homogeneity of attitude (permissive, child centered) which, however, was not duplicated in actual child care practice. Temperamental characteristics established on a 3-point scale were activity level, rhythmicity, approach or withdrawal, adaptability, intensity of reaction, threshold of responsiveness, quality of mood, distractibility, and attention span and persistence. Regular parental, teacher, and direct observations were conducted, and direct behavioral observation and parent interviews were significantly correlated (p=.01). Behavioral disturbances developed in 42 of the children (three of them brain damaged), forming a clinical sample whose temperamental characteristics as a group, in contrast to the nonclinical sample, included high or low activity, irregularity, withdrawal responses, nonadaptability, high intensity, persistence, and distractibility. Parent guidance was successful for 28 of the 42 children; of seven in psychotherapy, three did not improve. (SN)
Descriptors: *Adjustment (To Environment)/ Behavior Problems / Behavior Rating Scales/ Child Rearing/ *Counseling/ Emotional Adjustment/ *Emotionally Disturbed/ *Exceptional Child Research/ Family (Sociological Unit)/ Individual Characteristics/ Individual Development/ Individual Psychology / Parent Child Relationship/ Parent Counseling/ Personal Adjustment/ *Personality/ Personality Development/ Personality Studies

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ED024168 EC002469
A Multi-Disciplinary Approach to a School-Centered Rehabilitation Program for Pregnant School-Age Girls in Washington, D.C.
Goodman, Elizabeth M.; Gill, Fobola M. L.
District of Columbia Dept. of Human Resources, Washington, D.C.; District of Columbia Public Schools, Washington, D.C.
66 81p.
Sponsoring Agency: Childrens Bureau (DHEW), Washington, D.C.
Grant No.: CWDG-D-130
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
In 1963, the Washington, D.C. Public School Department began a special demonstration project on the secondary school level, the Webster Girls School Program, to reduce the number of dropouts due to pregnancy and recidivism. An interagency, multidisciplinary plan was devised to provide comprehensive services to the girls. Social case work, academic and vocational education, psychological services, medical supervision, and nutritional advice were included in the program to improve the welfare of the school-age pregnant girl and restore her to the community. Of the girls enrolled the first 3 years, 75% moved forward academically. In a 1965 study, those enrolled the first year (103) were compared to a control group (123) referred but not enrolled then. Results indicated the Webster girls dropped out of school less ($p<.001$) and were less likely to have another child ($p<.001$). Data on other factors are given and eight appendixes include sample forms, student evaluations, and give data on project establishment. An evaluation of the program by Ann Richardson, Bureau of Social Science Research, Inc., is also available as ED 018 052. (LE)
Descriptors: Academic Achievement/ Child Care/ *Community Programs/ Counseling/ Demonstration Projects/ Educational Programs/ *Exceptional Child Research/ Health Services/ Illegitimate Births/ Interdisciplinary Approach/ *Pregnancy/ Program Descriptions/ Psychological Services/ School Community Cooperation/ School Services/ Secondary School Students/ Sex Education/ Womens Education
Identifiers: District of Columbia/ Webster School

ED023855 VT006418
Establishment of a Vocational Evaluation-Work Adjustment Unit. Final Report.
Springfield Goodwill Industries, Inc., Mass.
1 Feb 67 137p.
Sponsoring Agency: Vocational Rehabilitation Administration (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
A multi-phased demonstration and research project was established to assist with rehabilitation problems of severely disabled and handicapped persons. Services made available were: (1) evaluation of the individual's vocational potential, (2) work and personal adjustment programs, (3) training courses not available through traditional sources, (4) guidance in placement service, and (5) research in evaluation and testing procedures. General objectives were: (1) to search or and apply knowledge, methods, and techniques previously acquired, (2) to increase the number of employable handicapped, (3) to strengthen and increase community resources for vocational rehabilitation, and (4) to initiate programs of research within problem areas. Some results were: (1) development of a system of simulated work tasks for evaluation of an individual's vocational potential for rehabilitation, (2) establishment of counseling and guidance services resulting in a combined personal adjustment-work adjustment approach to help the client achieve an optimal adjustment to the world of work, (3) initiation of a program of on-the-job training with emphasis on the acquisition of skills in areas for which training was not readily available through traditional local sources, and (4) determination that a placement counselor is necessary for the rehabilitation program. (DM)
Descriptors: Counseling/ Demonstration Programs/ Disadvantaged Groups/ Evaluation/ *Handicapped/ Job Placement/ Mentally Handicapped/ Personal Adjustment/ Physically Handicapped/ *Pilot Projects/ Program Content/ Program Coordination/ *Program Descriptions/ Program Evaluation/ Program Guides/ *Rehabilitation Programs/ Vocational Adjustment/ Vocational Education/ *Vocational Rehabilitation
Identifiers: Massachusetts/ Springfield

ED022299# EC002623
Group Counseling and Psychotherapy with Adolescents.
MacLennan, Beryce W.; Felsenfeld, Naomi
28 May 68 198p.
Sponsoring Agency: Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.
Report No.: JDYD-64221
Available from: Columbia University Press, 440 West 110th Street, New York, New York 10025 ($6.00).
Document Not Available from EDRS.
Intended as an aid in conceptualizing group programs for adolescents and as a basic text on group methods, the book examines the goals and processes of socialization and rehabilitation. Areas treated include the group as an agent of change, the adolescent and his culture, general considerations in group counseling and group psychotherapy, process and maneuvers in adolescent groups, major themes in adolescent groups, groups in different settings, and the group leader and his training. A bibliography cites 210 items. (DF)
Descriptors: Adolescents/ Change Agents/ *Counseling/ Counselors/ Culture/ *Exceptional Child Services/ Group Counseling/ Group Dynamics/ Group Therapy/ Mental Health/ *Psychotherapy/ Therapists

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ED022283 24 EC002161
An Investigation of the Effect of Group Counseling on Educable Mentally Retarded Boys' Concepts of Themselves in School.
Mann, Philip H.
67 82p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-7-C-014
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
The effects of group counseling on the self concepts and behavior of educable mentally retarded boys in the public schools were studied in two groups of 18 boys each with behavior problems (ages 9 to 13, IQ's 56 to 80). The variables of anxiety, achievement in reading and arithmetic, deportment, and attendance were also examined. Once a week for 12 weeks, the experimental group received group counseling while the control group received a library study situation. Both groups were administered two self concept scales and one anxiety scale and were rated by teachers on reading, deportment, and arithmetic. Results indicated that the experimental group scored significantly higher (p=.05) on The Children's Self Concept Scale, exhibited greater anxiety reduction as measured by The Children's Manifest Anxiety Scale (p=.05), received higher teacher ratings for reading and arithmetic (p=.05) and for deportment (p>.05). There were no significant differences between the groups on The Way I Feel About Myself Scale or in attendance, nor were any significant differences found for any of the three tests comparing the upper and lower 50% of the experimental group by age and IQ. (MY)
Descriptors: Academic Achievement/ *Achievement/ Anxiety/ Arithmetic/ *Behavior/ Behavior Change/ Class Attendance/ *Counseling/ Counseling Effectiveness/ Educable Mentally Handicapped/ *Exceptional Child Research/ Group Counseling/ *Mentally Handicapped/ Rating Scales/ Reading/ Self Concept

ED022279 EC002079
The Granville Invitational Work Conference on Hearing Handicapped Children in Ohio (Granville, Ohio).
Jones, Christina C., Ed.
Ohio State Dept. of Health, Columbus.
66 86p.
Sponsoring Agency: Ohio Dept. of Health, Columbus.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
The proceedings from an interdisciplinary work conference, sponsored by the Ohio Division of Special Education to utilize information from 5 years of an ongoing study (1960-65), include three papers and several discussion summaries. Papers on hearing handicapped and deaf children consider implications for medical services; audiological evaluation, including testing, services, theory, and treatment; and educational programs involving individual instruction, supervision of teachers, and a total plan for preschool to adulthood with continuous curriculum planning, parent guidance, and vocational education. Reports of the discussion groups include recommendations concerning the child population, instructional programs, personnel and staff, and research and evaluation. A followup conference was planned for December 1966. (JB)
Descriptors: Audiometric Tests/ *Aurally Handicapped/ Conference Reports/ Counseling/ Curriculum Planning/ Deaf/ Educational Programs/ *Exceptional Child Education/ Hard of Hearing/ Individual Instruction/ Medical Services/ Medical Treatment/ Parent Counseling/ Personnel/ *Program Planning/ Research Needs/ *Tests/ Vocational Education

ED021362# EC001950
Teaching Educationally Handicapped Children.
Arena, John I., Ed.; And Others
67 101p.; Papers from the "Good Teaching Practices Conference for Teachers of Educationally Handicapped Children" (Orinda Crossroads, California, October 22, 1966).
Available from: Academic Therapy Publications, DeWitt Reading Clinic, Inc., 1543 Fifth Avenue, San Rafael, California 94901 ($2.95).
Document Not Available from EDRS.
Describing methods for helping children with normal intelligence who manifest learning, perceptual, and/or behavior disorders as a result of minimal neurological or brain dysfunction, the compilation contains 22 papers. Articles are grouped into six categories: identifying the children, motor development, basic considerations, adapting the language curriculum, adapting the mathematics curriculum and behavior change. Topics considered are the role of observation, the identification of children's strengths and weaknesses, the role of the school psychologist, counseling, movement exploration, game skill development, relaxation and concentration, training in pattern recognition and space concepts, and development of self concept. Academic areas discussed include the teaching of English to junior high school students, correction of left-to-right reversals, reading, art, the use of color in reading, music, creativity in arithmetic, mathematics in the primary grades, modern math for junior high school, basic mathematical concepts for elementary children, behavior modification and learning, and academic and emotional development at the junior high school level. Reference lists follow several articles. (DP)
Descriptors: Academically Handicapped/ Basic Skills/ Behavior Change/ Child Development/ Counseling/ *Curriculum/ *Educational Needs/ *Exceptional Child Education/ Language/ *Learning Disabilities/ Mathematics/ Minimally Brain Injured/ Neurologically Handicapped/ Perceptually Handicapped/ Perceptual Motor Learning/ Self Concept/ *Teaching Methods

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ED020609 48 EC002614
INSTITUTE ON THE UTILIZATION OF SUPPORTIVE PERSONNEL IN SCHOOL SPEECH AND HEARING PROGRAMS (WASHINGTON, D.C., SEPTEMBER 6-8, 1967).
MONCUR, JOHN P., ED.
American Speech and Hearing Association, Washington, D.C.; Maryland Univ., College Park.
67 81P.
Report No.: BR-6-1784
Grant No.: OEG-2-7-003243-3243
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
INSTITUTE PAPERS TREAT THE UTILIZATION OF SUPPORTIVE PERSONNEL IN SCHOOL SPEECH AND HEARING PROGRAMS. A PREFACE PRESENTS THE INSTITUTE'S PURPOSES, AND AN INTRODUCTION BY THE EDITOR DESCRIBES THE CONCERNS, ATTITUDES, AND CONCLUSIONS OF THE INSTITUTE PARTICIPANTS. THE REPORT INCLUDES THE FOLLOWING 10 SPEECHES--"WELCOME AND INTRODUCTORY REMARKS" BY M.C. FITZGERALD, "THE DEVELOPMENT OF PROFESSIONAL TEAMS IN EDUCATION AND SERVICES FOR THE HANDICAPPED" BY J. GALLAGHER, "NEW CAREERS IN NEW FIELDS" BY A. BRODY, "HELP FOR THE PROFESSIONAL" BY L. GOLDMAN, "EDUCATION" BY D. DAVIES, "NURSING" BY E. ULRICH, "PHYSICAL THERAPY" BY F.S. LINDUFF, "COUNSELING" BY C. MCDANIELS, "OUR CRISIS" BY M. MARGE, AND "SUPPORTIVE PERSONNEL--CURRENT LEGISLATION" BY J.H. SCHEUER. AN APPENDIX LISTS THE INSTITUTE PARTICIPANTS. (JD)
Descriptors: Audiology/ Clinic Personnel (School)/ Conference Reports/ Counseling/ Educational Programs/ *Exceptional Child Education/ Guidance Personnel/ Handicapped Children/ Hearing Therapy/ Job Training/ Legislation/ Manpower Development/ Manpower Needs/ Manpower Utilization/ Nonprofessional Personnel/ *Personnel/ Personnel Needs/ Physical Therapy/ School Nurses/ School Personnel/ *Speech Handicapped/ Speech Pathology/ *Speech Therapy/ Teacher Aides/ Teachers

ED020600# EC001682
MILD MENTAL RETARDATION--A GROWING CHALLENGE TO THE PHYSICIAN.
Group for the Advancement of Psychiatry, Inc., New York, N.Y.
SEP67
Report No.: GAP-REP-NO-66
DOCUMENT NOT AVAILABLE FROM EDRS.
INTENDED FOR PHYSICIANS, THIS DOCUMENT DESCRIBES THE NATURE AND SCOPE OF THE PROBLEM OF MILD MENTAL RETARDATION, AND PRESENTS GUIDELINES FOR MEDICAL CARE AND COUNSELING OF MILDLY RETARDED CHILDREN AND THEIR FAMILIES. TWO GROUPS OF SUCH CHILDREN (BASED ON HIGH OR LOW SOCIOCULTURAL LEVEL) ARE EXAMINED AND CHARACTERIZED. THE TWO GROUPS ARE DISCUSSED IN TERMS OF THE DIAGNOSTIC PROCESS, INFANCY AND PRESCHOOL YEARS, ELEMENTARY SCHOOL YEARS, ADOLESCENCE AND ADULTHOOD, AND PSYCHOPATHOLOGY. ETIOLOGY AND PREVENTION ARE CONSIDERED FROM THE VIEWPOINT OF ORGANIC, SOCIOCULTURAL, AND PSYCHOLOGICAL FACTORS, AND OF PREVENTION. THE PHYSICIAN'S ROLE IN TREATMENT AND THE LAW REGARDING THE RIGHTS OF THE MENTALLY RETARDED ARE ALSO DESCRIBED. A LIST OF 13 SUGGESTED READINGS IS PROVIDED. THIS DOCUMENT IS AVAILABLE FROM THE PUBLICATIONS OFFICE, GROUP FOR THE ADVANCEMENT OF PSYCHIATRY, 104 EAST 25TH STREET, NEW YORK, NEW YORK 10010, FOR $1.00. (SB)
Descriptors: Childhood Needs/ Civil Rights Legislation/ Clinical Diagnosis/ *Counseling/ Counselor Role/ *Disadvantaged Youth/ Educable Mentally Handicapped/ Emotional Maladjustment/ Etiology/ *Exceptional Child Education/ *Family (Sociological Unit)/ Family Characteristics/ Individual Characteristics/ Medical Services/ Medical Treatment/ *Mentally Handicapped/ Mental Retardation/ Parental Background/ Parent Attitudes/ Parent Counseling/ Pathology/ Physicians/ Prevention/ Socially Disadvantaged/ Socioeconomic Status

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ED019772# EC000945
THE GUIDANCE OF EXCEPTIONAL CHILDREN, A BOOK OF READINGS.
GOWAN, JOHN CURTIS, ED. ; DEMOS, GEORGE D., ED.
65
DOCUMENT NOT AVAILABLE FROM EDRS.
A COMPILATION OF 62 READINGS. THE BOOK CONSIDERS THE GUIDANCE OF EXCEPTIONAL CHILDREN. AN OVERVIEW SECTION PRESENTS PAPERS DEALING WITH SELF-CONCEPT, VOCATIONAL REHABILITATION, BEHAVIOR MODIFICATION, AND THE GUIDANCE COUNSELOR. INCLUDED IN A SECTION ON GIFTED CHILDREN ARE ARTICLES ABOUT CAREER REQUIREMENTS OF GIFTED CHILDREN AND PARENTS, COUNSELING AND GUIDANCE, AND CREATIVITY. A SECTION ON UNDERACHIEVERS DISCUSSES THE UNDERACHIEVING GIFTED CHILD, ACHIEVEMENT, AND NONACHIEVEMENT AND COUNSELING. EMOTIONALLY DISTURBED CHILDREN ARE DISCUSSED IN TERMS OF IDENTIFICATION, VOCATIONAL COUNSELING, PSYCHOEDUCATIONAL PROCESSES, AND A DIRECTED ACTIVITY PROGRAM. ARTICLES ABOUT THE MENTALLY RETARDED DEAL WITH COUNSELING, PREVOCATIONAL EVALUATION, VOCATIONAL PLANNING, CURRICULUM, TUTORIAL COUNSELING, AND PARENT GROUP MEETINGS. THE SECTION ON REHABILITATION OF MENTALLY RETARDED YOUTH PROVIDES READINGS ABOUT PLACEMENT, SHELTERED WORKSHOPS, DETERMINING EMPLOYABILITY, AND PHILOSOPHY AND RECOMMENDATIONS OF THE PRESIDENT'S PANEL ON MENTAL RETARDATION. READINGS ABOUT THE BLIND DISCUSS HELPING A PHYSICALLY DISABLED FRIEND, PREDICTING MANUAL WORK SUCCESS, COUNSELING, AND PLACEMENT. THE SECTION ON THE DEAF AND SPEECH HANDICAPPED PRESENTS READINGS ABOUT THE RELATIONSHIP OF PARENTAL ATTITUDES TO SPEECH PROBLEMS, PREDICTING SCHOOL ACHIEVEMENT IN DEAF CHILDREN, COUNSELING (INCLUDING THE HARD OF HEARING), AND A TALK WITH PARENTS. THE MISCELLANEOUS PHYSICALLY HANDICAPPED SECTION DISCUSSES ASPECTS OF CEREBRAL PALSY, FAMILY ADJUSTMENT, CARDIACS, COUNSELING, EDUCATION, AND VOCATIONAL REHABILITATION. AN ANNOTATED LIST OF SUGGESTED READINGS FOLLOWS EACH SECTION. THIS DOCUMENT WAS PUBLISHED BY THE DAVID MCKAY COMPANY, INC., NEW YORK 10013, AND IS AVAILABLE FOR $3.95. (MY)
Descriptors: Academic Achievement/ Behavior Change/ Blind/ Cerebral Palsy/ *Counseling/ Deaf/ Emotionally Disturbed/ *Exceptional Child Research/ Gifted/ Guidance/ Hard of Hearing / Identification/ Mentally Handicapped/ Parent Attitudes/ Physically Handicapped/ Psychoeducational Processes/ Research Projects/ Self Concept/ Sheltered Workshops/ Slow Learners/ Special Health Problems/ Speech Handicapped/ Student Attitudes / Underachievers/ Vocational Counseling/ *Vocational Rehabilitation

ED019763 24 EC000565
DEMONSTRATION OF DIFFERENTIAL PROGRAMMING IN ENRICHMENT, ACCELERATION, COUNSELING, AND SPECIAL CLASSES FOR GIFTED PUPILS IN GRADES 1-9. FINAL REPORT.
PLOWMAN, PAUL D. ; RICE, JOSEPH P.
California State Dept. of Education, Sacramento.
31MAR67 467P.
Report No.: BR-5-0665-CRP-D-072
Contract No.: OEC-10-109
EDRS PRICE MF-$0.76 HC-$23.48 PLUS POSTAGE
CALIFORNIA PROJECT TALENT WAS A 3 1/2-YEAR PROJECT WHICH DEMONSTRATED FOUR TYPES OF PROGRAMS FOR GIFTED CHILDREN AND YOUTH. THE ENRICHMENT DEMONSTRATION ANALYZED THE NEEDS FOR INSERVICE TRAINING OF TEACHERS AND DEVELOPED APPROPRIATE WORKSHOPS AND ALSO INVENTED, FIELD TESTED, AND DISSEMINATED SPECIAL PUPIL UNITS IN (1) SCIENTIFIC DISCOVERY, METHODOLOGY, AND INVESTIGATION THROUGH A STUDY OF GRAPHIC REPRESENTATION OF STATISTICAL INFORMATION USING THE BLOOM TAXONOMY, (2) CREATIVE EXPRESSION THROUGH A STUDY OF THE LITERARY ELEMENT OF CHARACTERIZATION USING GUILFORD'S STRUCTURE OF INTELLECT MODEL, AND (3) CRITICAL APPRECIATION THROUGH A STUDY OF THE FUNDAMENTAL FORMS OF MUSIC USING BRUNER'S PROCESS OF EDUCATION. THE ACCELERATION DEMONSTRATION INVOLVED INDIVIDUAL PLACEMENT PROCEDURES AND ACCELERATED PUPILS FROM GRADES 2 TO 4 BY USING A SPECIAL SUMMER SESSION AND BY EMPLOYING EXTENSIVE CASE STUDIES, COUNSELING, AND TUTORING. THE COUNSELING-INSTRUCTIONAL DEMONSTRATION SHOWED INTERRELATED GOALS, PROCESSES, AND CONTENTS OF ENGLISH, SOCIAL SCIENCES, GUIDANCE, AND SMALL GROUP COUNSELING DESIGNED TO IMPROVE COMMUNICATION SKILLS, ENCOURAGE DEVELOPMENT OF VALUES AND PHILOSOPHY OF LIFE, AND PROMOTE MORE EFFECTIVE LEARNING IN SOCIAL SCIENCES AND IN ENGLISH IN GRADES 7 TO 9. THE SPECIAL CLASS DEMONSTRATION SHOWED THE UNIQUE VALUE OF THE ALL DAY, FULL WEEK SPECIAL CLASS SETTING IN IMPROVING PROBLEM SOLVING, THE ABILITY TO APPLY FACTS AND PRINCIPLES, AND INSIGHT INTO THE NATURE OF LEARNING. OVERALL, (1) FOUR NEW PROGRAMS WERE INVENTED, ADOPTED, DEMONSTRATED, AND DISSEMINATED, (2) RELATED CONSULTANT, TEACHER, AND COUNSELOR ROLES WERE DESCRIBED, (3) PRODUCTS PRODUCED INCLUDED A FILM SERIES, FILMSTRIP, AND PROGRAM GUIDELINES, AND (4) GIFTED CHILD PROGRAMS WERE PROMOTED, ENRICHED, AND EXPANDED. A REFERENCE LIST CITES 62 ITEMS. APPENDIXES PROVIDE PROJECT REPORTS AND CASE STUDIES, LIST PROJECT DEVELOPED FILMS AND GUIDELINES, AND PRESENT RESEARCH RELATED MATERIALS. (AA)
Descriptors: Acceleration/ Advanced Placement Programs/ Audiovisual Instruction/ Consultants/ *Counseling/ Counseling Instructional Programs/ Curriculum/ Curriculum Development/ Demonstration Projects/ Elementary Schools/ Enrichment Programs/ *Exceptional Child Education/ *Gifted/ Group Counseling/ Identification/ Inservice Teacher Education/ Junior High Schools/ Material Development/ *Professional Education/ Program Development/ Special Classes/ Special Programs/ Teacher Workshops/ *Teaching Methods
Identifiers: CALIFORNIA

DIALOG File1: ERIC 66-MAY78 (Item 138 of 155) User1210 17may78

ED018890# EC001153
OPENING DOORS THROUGH EDUCATIONAL PROGRAMS FOR INSTITUTIONALIZED DELINQUENTS.
Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
67
Report No.: OE-37010
DOCUMENT NOT AVAILABLE FROM EDRS.
AFTER STATISTICALLY DEFINING THE NATIONAL PROBLEM OF JUVENILE DELINQUENCY AND REVIEWING THE PROVISIONS UNDER THE AMENDED TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, THE DOCUMENT DESCRIBES A VARIETY OF EDUCATIONAL PROGRAMS IN CORRECTIONAL INSTITUTIONS WHICH MAY HAVE TO BE ADAPTED UNDER THE NEW AMENDMENT TO SUIT AN OPEN INSTITUTION SETTING. AREAS CONSIDERED INCLUDE PROGRAMED INSTRUCTION AND OTHER SELF-INSTRUCTIONAL METHODS, TEAM TEACHING AND NONGRADED PROGRAMS, BIBLIOTHERAPY AND SUMMER ACHIEVEMENT PROGRAMS, VOCATIONAL TRAINING AND WORK STUDY PROGRAMS, STAFF DEVELOPMENT, GUIDANCE AND COUNSELING, AND BRIDGING THE GAP BETWEEN INSTITUTIONS AND COMMUNITY PARTICIPATION. REFERENCES OR SOURCES OF ADDITIONAL INFORMATION ARE INCLUDED ON THE SPECIFIC PROGRAMS WHICH ARE SURVEYED. AN ANNOTATED LIST OF 32 SELECTED PUBLICATIONS WHICH DESCRIBE VARIOUS ADDITIONAL PROGRAMS AND PROCEDURES IS ALSO PROVIDED. THIS DOCUMENT IS AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (HJ)
Descriptors: *Community Programs/ Counseling/ Counseling Programs/ Delinquency/ Delinquency Prevention/ Delinquent Rehabilitation/ Delinquents/ Educational Legislation/ Educational Programs/ *Exceptional Child Education/ Federal Legislation/ Guidance/ Guidance Programs/ Institutionalized (Persons)/ *Legislation/ Personnel/ Prevocational Education/ Programed Instruction/ Rehabilitation Programs/ *State Programs/ *Vocational Education/ Work Study Programs
Identifiers: ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965/ ESEA/ TITLE I

ED018888 EC001082
REPORT OF SPECIAL ON-THE-JOB TRAINING FOR MENTALLY RETARDED YOUTH AND ADULTS.
MOCEK, EVE ; AND OTHERS
Children's Health Home for Mentally Retarded Children and Adults, San Mateo, Calif.
65 29P.
EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
A 52-WEEK DEMONSTRATION PROJECT ORGANIZED TO PROVIDE VOCATIONAL TRAINING FOR SEVERELY TO MODERATELY MENTALLY RETARDED YOUTH AND ADULTS IS DESCRIBED. INFORMATION CONCERNING SELECTION OF THE 18 TRAINEES TREATS ETIOLOGY AND EDUCATIONAL EXPERIENCE, CHARACTERISTICS OF THE POPULATION, ASSESSMENT AND DIAGNOSIS (PROCEDURES AND TESTS USED), AND ADMISSION. THE SIX SUBCONTRACTS MAKING UP THE ON-THE-JOB TRAINING PROGRAM ARE DISCUSSED, AND THE WORKDAY SCHEDULE IS EXPLAINED. VOCATIONAL, SOCIAL, AND EMOTIONAL ADJUSTMENT OF THE TRAINEES AND THE COUNSELING SERVICE ARE ALSO CONSIDERED. EVALUATION OF THE TRAINEES, MOST OF WHOM WERE PLACED IN A PRIVATE SHELTERED WORKSHOP, IS PROVIDED. NINE TABLES PRESENT DESCRIPTIVE DATA REGARDING THE PARTICIPANTS IN THE PROJECT. (DF)
Descriptors: Adjustment (to Environment)/ Counseling/ Demonstration Projects/ Educable Mentally Handicapped/ Evaluation/ *Exceptional Child Research/ *Job Training/ *Mentally Handicapped/ On the Job Training/ Participant Characteristics/ Program Guides/ Selection/ Sheltered Workshops/ Special Programs/ Testing/ Trainable Mentally Handicapped/ *Vocational Rehabilitation/ Young Adults

ED018050 EC001885
SELF-HELP AND REHABILITATION, AN ANNOTATED BIBLIOGRAPHY.
KATZ, ALFRED H. ; AND OTHERS
California Univ., Los Angeles, School of Public Health.
OCT67 46P.
EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
NINETY-EIGHT ANNOTATED REFERENCES (FROM 1933 TO 1967) ON SELF HELP AND REHABILITATION FOR THE MENTALLY AND PHYSICALLY HANDICAPPED ARE INCLUDED IN THE BIBLIOGRAPHY. ALL RELATE EITHER TO THE SELF HELP FORM OF ORGANIZATION IN THE STRUCTURING OF HEALTH AND WELFARE SERVICES OR TO THE SOCIAL AND PSYCHOLOGICAL ASPECTS OF REHABILITATION. THE REFERENCES TREAT (1) SOCIAL THEORY AND METHODS, (2) COMMUNITY AND FAMILY ASPECTS, (3) INSTITUTIONS (HOSPITALS, PRISONS, SCHOOLS), (4) SELF HELP ORGANIZATIONS, (5) SELF HELP GROUPS AND PROFESSIONAL WORKERS, AND (6) SELF HELP AND COMMUNITY DEVELOPMENT. (DF)
Descriptors: *Adjustment (to Environment)/ Annotated Bibliographies/ Community Development/ *Counseling/ Delinquent Rehabilitation/ *Exceptional Child Services/ Health Services/ Institutions/ Mentally Handicapped/ Physically Handicapped/ Professional Personnel/ Psychological Needs/ Psychological Services/ Rehabilitation/ Schools/ Self Concept/ Self Help Programs/ Social Factors/ Social Work/ Social Workers/ Sociopsychological Services/ Welfare Services

DIALOG File1: ERIC 66-MAY78 (Item 141 of 155) User1210 17may78

ED018029# EC001122
THE CHURCH'S MINISTRY IN MENTAL RETARDATION.
STUBBLEFIELD, HAROLD W.
65
DOCUMENT NOT AVAILABLE FROM EDRS.
WRITTEN BY A CHAPLAIN IN A PUBLIC RESIDENTIAL INSTITUTION FOR MENTALLY RETARDED PERSONS, THE BOOK DEFINES THE ROLE OF THE CHURCH IN HELPING THE MENTALLY RETARDED AND THEIR FAMILIES. THE CHALLENGE TO THE CHURCH IS PRESENTED. THE DISCUSSION OF THE MINISTRY TO THE FAMILY TREATS MENTAL RETARDATION AS A FAMILY PROBLEM AND THE PASTORAL CARE OF PARENTS OF RETARDED PERSONS. CONSIDERATION OF THE CHURCH'S MINISTRY TO RETARDED PERSONS INCLUDES THE RELIGIOUS CONSCIOUSNESS OF THE RETARDED, CHRISTIAN EDUCATION OF THE RETARDED, INSTITUTIONAL MINISTRY, AND THE SOCIAL WELFARE ROLE OF THE CHURCH. AN ANNOTATED BIBLIOGRAPHY LISTS 18 ITEMS. THIS DOCUMENT IS AVAILABLE FROM THE BROADMAN PRESS, NASHVILLE, TENNESSEE, FOR $4.00. (DF)
Descriptors: Adolescents/ Adults/ Children/ Church Programs/ Church Role/ *Counseling/ *Exceptional Child Education/ *Family (Sociological Unit)/ Family Counseling/ Individual Needs/ Institutionalized (Persons)/ Institutional Personnel/ *Mentally Handicapped/ Parent Attitudes/ Parent Counseling/ Religious Education/ Religious Factors/ Residential Centers
Identifiers: CHURCH RESPONSIBILITIES/ PARENT REACTIONS/ RESIDENTAL PROGRAMS

ED018026# EC001068
PROBLEMS, PRACTICES, PROCEDURES, A REPORT FROM 62 PROJECT SCHOOLS.
North Central Association of Coll. and Secondary Schools, Chicago, Ill.
64
DOCUMENT NOT AVAILABLE FROM EDRS.
THE BULLETIN REVIEWS A SURVEY OF 5 YEARS' ACTIVITIES IN 100 PILOT HIGH SCHOOLS PARTICIPATING IN THE PROJECT ON GUIDANCE AND MOTIVATION OF SUPERIOR AND TALENTED SECONDARY SCHOOL STUDENTS (STS PROJECT). THE 14 AREAS SURVEYED ARE THE FOLLOWING--IDENTIFICATION, COUNSELING, CURRICULUM, GROUPING AND PROGRAMING, EFFECTIVE TEACHING PROCEDURES, THE SELECTION AND PREPARATION OF TEACHERS, MOTIVATION, THE USE OF TESTS, MARKING AND RECORDS, WORKING WITH PARENTS, RELATING THE COMMUNITIES TO THE PROGRAM, ARTICULATION, FOLLOWUP, AND EVALUATION. THE PROBLEMS, MOST SUCCESSFUL PRACTICES, AND RECOMMENDATIONS ON THE 14 SURVEYED AREAS ARE SUMMARIZED FROM OPINIONS ON THE QUESTIONNAIRE RETURNS FROM THE 62 RESPONDING SCHOOLS. AN ANNOTATED LISTING OF 12 PUBLICATIONS OF THE STS PROJECT IS PROVIDED. THIS DOCUMENT IS AVAILABLE FROM THE NORTH CENTRAL ASSOCIATION, 5454 SOUTH SHORE DRIVE, CHICAGO, ILLINOIS 60615, FOR $1.25. (RM)
Descriptors: *Counseling/ Curriculum/ Educational Practice/ Educational Problems/ *Exceptional Child Education/ *Gifted/ High School Students/ Identification/ Interinstitutional Cooperation/ *Motivation/ Parent School Relationship/ Program Evaluation/ Questionnaires/ School Community Relationship/ Student Evaluation/ Surveys/ Talented Students/ Teacher Education/ Teacher Selection/ Teaching Methods/ Testing/ Tests
Identifiers: GROUPING

ED018022# EC000962
PSYCHOLOGY IN COMMUNITY SETTINGS--CLINICAL, EDUCATIONAL, VOCATIONAL, SOCIAL ASPECTS.
SARASON, SEYMOUR B. ; AND OTHERS
66
DOCUMENT NOT AVAILABLE FROM EDRS.
IN THIS DESCRIPTION OF THE PSYCHOEDUCATIONAL CLINIC IN THE DEPARTMENT OF PSYCHOLOGY AT YALE UNIVERSITY, THE CLINIC'S HISTORICAL AND PROFESSIONAL ORIGINS ARE REVIEWED, AND ITS RELATIONSHIP TO THE SCHOOLS THAT IT SERVES DISCUSSED. SPECIFIC TOPICS CONSIDERED ARE (1) THE APPROACH TO THE SCHOOLS, (2) TEACHING IS A LONELY PROFESSION, (3) HELPING TO CHANGE THE TEACHER'S PERCEPTION OF A PROBLEM, (4) AUTHORITATIVE SUPPORT, (5) THE UNMANAGEABLE CHILD, (6) TRANSLATING PSYCHOLOGICAL CONCEPTS INTO ACTION, (7) TRANSFERRING A CHILD FROM ONE CLASSROOM TO ANOTHER, (8) THE CHILD AT THE CLINIC, (9) THE INNER CITY SCHOOL AND THE CONVERGENCE OF RESOURCES, AND (10) ACCOMPLISHMENTS, FAILURES, AND LIMITATIONS. COMMUNITY PROGRESS INCORPORATED (CPI), AN AGENCY DESIGNED TO ATTACK THE CONDITION OF POVERTY BY STIMULATING OTHER AGENCIES, COORDINATING THEIR EFFORTS, AND CREATING ANY NECESSARY NEW PROGRAMS, IS DESCRIBED IN TERMS OF ITS RELATIONSHIP WITH THE NEIGHBORHOOD EMPLOYMENT CENTER, THE DISPOSITION CONFERENCES, THE WORK CREWS, THE WORK CREW FOREMEN, AND THE CONSULTANT. AN ATTEMPT IS ALSO MADE AT EVALUATING CPI. CONSIDERED WITH THE REFERENCE TO THE NEW HAVEN REGIONAL CENTER ARE (1) THE PROBLEM OF SCOPE, (2) PROFESSIONAL STAFF AND THE PROBLEM OF PRECIOUSNESS, (3) THE CENTER, THE CPI, AND THE SCHOOLS, AND (4) STUDYING, UNDERSTANDING AND SERVING THE COMMUNITY. A 70-ITEM BIBLIOGRAPHY AND AN APPENDIX OF TRANSCRIBED TEACHER-DISCUSSION GROUPS ARE INCLUDED. CASE HISTORIES APPEAR THROUGHOUT THE BOOK. THIS DOCUMENT IS AVAILABLE FROM JOHN WILEY SONS, INC., 605 THIRD AVENUE, NEW YORK, NEW YORK 10016, FOR $12.95. (JD)
Descriptors: Action Programs (Community)/ Case Studies (Education)/ Classroom Environment/ Counseling/ *Disadvantaged Youth/ Educational Needs/ *Emotionally Disturbed/ *Exceptional Child Services/ Inner City/ Learning Disabilities/ *Mentally Handicapped/ Problem Children/ Professional Personnel/ *Program Planning/ Psychoeducational Clinics/ Youth Employment
Identifiers: YALE UNIVERSITY PSYCHOEDUCATIONAL CLINIC

DIALOG File1: ERIC 66-MAY78 (Item 144 of 155) User1210 17may78

ED017106 EC001380
EDUCATING VISUALLY HANDICAPPED PUPILS.
New York City Board of Education, Brooklyn, N.Y.
67 108P.
Report No.: NYCBE-CBULL-65-66-SER-16
EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
EDUCATIONAL PROGRAMS AVAILABLE TO BLIND OR PARTIALLY BLIND CHILDREN IN NEW YORK CITY ARE DESCRIBED IN THIS ILLUSTRATED BULLETIN. PROCEDURES FOR SCHOOL PLACEMENT, ORGANIZATION OF SPECIAL CLASSES, AND ENROLLMENT STATISTICS ARE DISCUSSED. THE RESOURCE CLASS PROGRAM AND GUIDELINES FOR BOTH REGULAR AND RESOURCE TEACHERS ARE PRESENTED. OTHER SPECIAL PROGRAMS (ITINERANT TEACHER PROGRAM, MULTIPLY HANDICAPPED BLIND CHILDREN, AND SPECIAL CLASS ORGANIZATION) ARE DISCUSSED. CURRICULUM ADAPTATIONS IN THE FOLLOWING AREAS ARE PROVIDED--LANGUAGE ARTS, SPEECH, TYPING, MATHEMATICS, SCIENCE, SOCIAL STUDIES, FOREIGN LANGUAGE, MUSIC, FINE ARTS, INDUSTRIAL ARTS, HOME ECONOMICS, AND HEALTH EDUCATION, ENRICHMENT AND CORRECTIVE EDUCATION PROGRAMS, TESTING EXTRACURRICULAR ACTIVITIES, TRIPS, EXCURSIONS, AND LEISURE TIME ACTIVITIES ARE ALSO DESCRIBED. THE ROLE AND RESPONSIBILITIES OF THE GUIDANCE AND SUPPLEMENTARY SERVICES, THE ADMINISTRATION, AND THE SUPERVISORY PERSONNEL ARE EXAMINED. TEACHING GUIDELINES AND INFORMATION ON BRAILLE, INSTRUCTIONAL AIDS, AND A GLOSSARY OF MEDICAL TERMS ARE INCLUDED. AN APPENDIX CONTAINS THE ANSWERS TO FREQUENTLY ASKED QUESTIONS, THE EYE REPORT FORM (NEW YORK CITY), A BIBLIOGRAPHY OF 50 ITEMS, AND REFERENCE LISTS OF AGENCIES AND SOURCES OF MATERIALS. THIS DOCUMENT WAS PUBLISHED BY THE BOARD OF EDUCATION OF THE CITY OF NEW YORK, 110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201, AND IS AVAILABLE FOR $2.00. (CG)
Descriptors: *Administration/ Blind/ Braille/ *Counseling/ *Curriculum/ Educational Methods/ Educational Programs/ *Exceptional Child Education/ Guidance Services/ Medical Vocabulary/ Multiply Handicapped/ Partially Sighted/ Program Administration/ Public Schools/ Resource Teachers/ Special Classes/ Special Programs/ Special Services/ Teaching Guides/ *Visually Handicapped
Identifiers: ITINERANT TEACHER PROGRAMS/ NEW YORK CITY

ED017096# EC000944
PUBLIC EDUCATION FOR DISTURBED CHILDREN IN NEW YORK CITY, APPLICATION AND THEORY.
BERKOWITZ, PEARL H. ; ROTHMAN, ESTHER P.
67
DOCUMENT NOT AVAILABLE FROM EDRS.
CONCERNED WITH PUBLIC EDUCATION FOR DISTURBED CHILDREN, VARIOUS AUTHORS DISCUSS PROGRAMS OF THE NEW YORK CITY PUBLIC SCHOOL SYSTEM AND PRESENT SOME THEORETICAL FORMULATIONS. PROGRAMS CONSIDERED ARE (1) "EDUCATING DISTURBED CHILDREN IN NEW YORK CITY--AN HISTORICAL OVERVIEW" BY PEARL H. BERKOWITZ AND ESTHER P. ROTHMAN, (2) "THESE ARE OUR CHILDREN" BY THE SAME AUTHORS, (3) "THE LIVINGSTON SCHOOL--A DAY SCHOOL FOR DISTURBED CHILDREN" BY ESTHER P. ROTHMAN, (4) "DAY SCHOOL FOR DISTURBED BOYS" BY ALBERT BUDNICK AND JOSEPH ANDREACCHI, (5) "THE BELLEVUE PSYCHIATRIC HOSPITAL SCHOOL" BY WANDA G. WRIGHT, (6) "GROWTH AND DEVELOPMENT OF EDUCATION IN A DETENTION SETTING" BY WILLIAN P. DORNEY, (7) "THE PRISON SCHOOL" BY MORTIMER KREUTER, (8) "EDUCATIONAL PLANNING FOR NEGLECTED AND DEPENDENT CHILDREN" BY BERNICE M. PEEBLES, (9) "PUBLIC SCHOOLS IN TREATMENT CENTERS--AND EVALUATION" BY PEARL H. BERKOWITZ, (10) "THE JUNIOR GUIDANCE CLASSES PROGRAM" BY LOUIS HAY, (11) "CLINICAL SERVICES IN SPECIAL EDUCATION PROGRAMS" BY MARVIN N. GREENSTEIN, AND (12) "TWO CASE HISTORIES" BY BOBBIE LANDSMAN. THEORETICAL CONSIDERATIONS INCLUDE (1) "A CONCEPTUAL FRAMEWORK FOR THE DEVELOPMENT OF PROGRAMS FOR EMOTIONALLY DISTURBED CHILDREN" BY ELI M. BOWER, (2) "BRIDGING THE GAP BETWEEN CLINIC AND CLASSROOM" BY KAY FIELD, (3) "THE CONCEPT OF CLINICAL TEACHING" BY ESTHER P. ROTHMAN AND PEARL H. BERKOWITZ, (4) "SOME ASPECTS OF READING DISABILITY" BY THE SAME AUTHORS, AND (5) "THE CLINICAL SCHOOL--A PARADIGM" BY THE SAME AUTHORS. THIS DOCUMENT WAS PUBLISHED BY CHARLES C THOMAS, PUBLISHER, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD, ILLINOIS 62703, AND IS AVAILABLE FOR $12.50. (JD)
Descriptors: Admission Criteria/ Case Studies (Education)/ Corrective Institutions/ Counseling/ Day Schools/ Educational Programs/ Educational Theories/ *Emotionally Disturbed/ *Exceptional Child Education/ Hospital Schools/ Institutional Schools/ Mental Illness/ Psychiatric Hospitals/ Public Schools/ Records (Forms)/ Research Needs/ Schizophrenia/ School Environment/ School Organization/ Schools/ Special Programs/ Special Services/ Teacher Role/ Therapeutic Environment/ Vocational Education
Identifiers: DEPENDENT CHILDREN/ NEGLECTED CHILDREN

ED015601# EC001140
GUIDANCE AND THE PHYSICALLY HANDICAPPED CHILD. PROFESSIONAL GUIDANCE SERIES BOOKLETS.
KOENIG, FRANCES G.; RATCHICK, IRVING
Science Research Associates, Inc., Chicago, Ill.
63
DOCUMENT NOT AVAILABLE FROM EDRS.
THIS BOOKLET CONTAINS CHAPTERS ON IDENTIFYING THE HANDICAPPED, PLANNING FOR THE HANDICAPPED, THE ROLES OF PARENTS AND TEACHERS, ENRICHMENT OF EDUCATIONAL PROGRAMS THROUGH THE ARTS, VOCATIONAL PLANNING, AND SOURCES OF HELP FOR THE HANDICAPPED. APPENDIXES PROVIDE--(1) GENERAL CLINICAL CLASSIFICATION AND DEFINITIONS OF VARIOUS HANDICAPPING CONDITIONS, (2) A CHART WHICH GIVES BASIC FACTS ABOUT HANDICAPS AND IS SUBDIVIDED INTO CATEGORIES OF CLASSIFICATION, PROGRESS, DESCRIPTION, AND RELATED INFORMATION, (3) FACTORS TO CONSIDER WHEN PLACING THE HANDICAPPED, AND (4) RESOURCES (GOVERNMENT AGENCIES, SERVICE CLUBS, AGENCIES CONCERNED WITH SPECIFIC HANDICAPS, GENERAL HEALTH AGENCIES, YOUTH GROUPS, AND VETERANS GROUPS) WHICH PROVIDE A VARIETY OF SERVICES FOR THE HANDICAPPED. A 17-ITEM BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT IS AVAILABLE FROM SCIENCE RESEARCH ASSOCIATES, INC., 259 EAST ERIE STREET, CHICAGO, ILLINOIS 60610, FOR $1.50. (GB)
Descriptors: Ancillary Services/ Community Services/ *Counseling/ *Exceptional Child Education/ Guidance/ Handicapped Children/ Identification/ Referral/ Regular Class Placement/ Teacher Responsibility

ED015599# EC001109
THE EXCEPTIONAL CHILD IN THE FAMILY, HELPING PARENTS OF EXCEPTIONAL CHILDREN.
ROSS, ALAN O.
64
DOCUMENT NOT AVAILABLE FROM EDRS.
THE BOOK IS CONCERNED WITH THE ADJUSTMENTS PARENTS MAKE WHEN AN EXCEPTIONAL CHILD IS INCLUDED IN THE FAMILY STRUCTURE. THE DYNAMICS OF FAMILY INTERACTION ARE DESCRIBED. THE FAMILY AS A SOCIAL SYSTEM IS DEFINED, AND ROLES OF FAMILY MEMBERS ARE DISCUSSED. PARENTAL ATTITUDES AND BEHAVIORS ARE PRESENTED AS CLOSELY RELATED TO ADJUSTMENT OF THE EXCEPTIONAL CHILD IN THE FAMILY. THERE ARE DESCRIPTIONS OF SOME OF THE COMMON PSYCHOLOGICAL DEFENSES USED BY PARENTS AS THEY ATTEMPT TO ADJUST TO A CHILD WITH A DEFECT. THE AIM AND PROCEDURES OF COUNSELING PARENTS OF EXCEPTIONAL CHILDREN AND THE PRINCIPLES AND PURPOSES WHICH APPLY TO INTERVIEWING PARENTS AND ESTABLISHING AN ACCEPTABLE RELATIONSHIP BETWEEN COUNSELOR AND PARENTS ARE EXPLAINED. THE INFLUENCE OF EXCEPTIONAL CHILDREN (MENTALLY RETARDED, SENSORY DEFECTIVE OR PHYSICALLY HANDICAPPED, EMOTIONALLY DISTURBED AND MENTALLY ILL, GIFTED, AND ADOPTED) ON THE FAMILY ORGANIZATION IS PRESENTED. THE FINAL SECTIONS INCLUDE A CASE HISTORY, AN ANNOTATED BIBLIOGRAPHY OF 21 SELECTED GUIDES FOR PARENTS, AND A 159-ITEM REFERENCE LIST. THIS DOCUMENT IS AVAILABLE FROM GRUNE AND STRATTON, INC., 381 PARK AVENUE SOUTH, NEW YORK 16, NEW YORK, FOR $6.75. (UM)
Descriptors: Adopted Children/ Adoption/ Behavior/ Case Records/ Children/ *Counseling/ Emotionally Disturbed/ *Exceptional Child Services/ *Family (Sociological Unit)/ Family Counseling/ Family Involvement/ Family Relationship/ Gifted/ Handicapped Children/ Mentally Handicapped Parent Attitudes/ Parent Child Relationship/ Parent Counseling/ Parent Role/ Parents/ Physically Handicapped

ED015593# EC000860
GUIDING THE PHYSICALLY HANDICAPPED COLLEGE STUDENT. TC SERIES IN SPECIAL EDUCATION.
RUSALEM, HERBERT
Columbia Univ., New York, N.Y. Teachers College.
62
DOCUMENT NOT AVAILABLE FROM EDRS.
THIS BOOKLET EXPLORES THE RAMIFICATIONS OF WORKING WITH PHYSICALLY DISABLED COLLEGE STUDENTS (INCLUDING PHYSICALLY HANDICAPPED, DEAF, HARD OF HEARING, BLIND, AND PARTIALLY SIGHTED) AND SUGGESTS PROCEDURES TO IMPROVE EDUCATIONAL SERVICE FOR THEM. CHAPTER ONE DISCUSSES THE INCREASING ENROLLMENT OF PHYSICALLY HANDICAPPED STUDENTS IN COLLEGES AND UNIVERSITIES. PHILOSOPHICAL CONCEPTS RELATED TO THE ADMISSION OF THESE STUDENTS AND RELATED LITERATURE CONCERNING PHYSICALLY HANDICAPPED STUDENTS IN COLLEGES AND UNIVERSITIES ARE PRESENTED. CHAPTER TWO DESCRIBES SOME OF THE FACILITIES NECESSARY FOR THE PHYSICALLY HANDICAPPED STUDENT. FACTORS SUCH AS READERS FOR THE BLIND, ELEVATORS FOR THE NON-AMBULATORY STUDENT, AND OTHER RELATED INFORMATION ARE DISCUSSED. THE NEXT THREE CHAPTERS PRESENT THE ADMISSION POLICIES, CURRICULAR AND EXTRACURRICULAR ACTIVITIES, AND COUNSELING PROGRAMS NEEDED FOR THE PHYSICALLY HANDICAPPED COLLEGE STUDENT. THE LAST CHAPTER PROVIDES THE RESOURCES AVAILABLE FOR PERSONNEL SERVING THE HANDICAPPED STUDENT--LOCAL, STATE AND NATIONAL AGENCIES, AS WELL AS PROFESSIONAL ORGANIZATIONS AND JOURNALS. A 68-ITEM BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE BUREAU OF PUBLICATIONS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, AND IS AVAILABLE FOR $2.75. (MU)
Descriptors: Admission Criteria/ Blind/ Cocurricular Activities/ College Admission/ College Curriculum/ College Students/ Community Organizations/ Community Resources/ *Counseling/ Counseling Programs/ Counseling Services/ *Curriculum/ Curriculum Problems/ Deaf/ *Exceptional Child Education/ Federal Programs/ Guidance Counseling/ Hard of Hearing/ National Organizations/ Orthopedically Handicapped/ Partially Sighted/ Physically Handicapped/ State Programs

ED015585 EC000757
A RESEARCH DEMONSTRATION TO ASSESS THE EFFECTIVENESS OF A SPECIAL LIVING UNIT WITHIN A UNIVERSITY DORMITORY SETTING FOR THE REHABILITATION OF STUDENTS DISABLED BY EMOTIONAL DISTURBANCE.
SINNETT, E. ROBERT
66 16P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
USE OF A RESIDENCE HALL AS A THERAPEUTIC MILIEU FOR DISTURBED COLLEGE STUDENTS IS DESCRIBED IN THIS REPORT OF A RESEARCH AND DEMONSTRATION STUDY. THE EXPERIMENTAL GROUP CONSISTED OF TEN DISTURBED STUDENTS, AND A CONTROL GROUP WAS COMPOSED OF 10 VOLUNTEER STUDENTS. ALL STUDENTS PARTICIPATED IN THE REGULAR RESIDENCE HALL PROGRAMS (ORGANIZATIONAL SPORTS, ACTIVITIES) AND SMALL GROUP MEETINGS AMONG THEMSELVES TO DEAL WITH PROBLEMS OF DEVIANT BEHAVIOR. THE EXPERIMENTAL SUBJECTS HAD REGULAR COUNSELING APPOINTMENTS, BUT THE VOLUNTEERS OBTAINED COUNSELING SERVICES ONLY AT THEIR OWN REQUEST. ADDITIONAL STAFF FOR THE RESIDENCE HALL WERE A PART-TIME UNIT LIVING DIRECTOR, A PARTICIPANT OBSERVER, AND TWO ON-CALL PSYCHOLOGISTS. SOCIOMETRIC DATA THAT WAS GATHERED SHOWED NUMEROUS MUTUAL FRIENDSHIPS AMONG CLIENTS AND VOLUNTEERS. OF FIVE SOURCES OF HELP (INFORMAL CONTACTS WITH PROJECT MEMBERS, AD HOC GROUP MEETINGS, REGULAR GROUP MEETINGS, REGULAR COUNSELING APPOINTMENTS, AND CONSULTATION WITH THE PROJECT STAFF), BOTH GROUPS RANKED INFORMAL CONTACT WITH PROJECT MEMBERS AS MOST BENEFICIAL TO THEM. GRADES OF VOLUNTEERS AND CLIENTS WERE APPROXIMATELY THE SAME. LESS USE WAS MADE OF BRIEF HOSPITALIZATION AND CHEMOTHERAPY FOR THE STUDENTS WHILE IN THE UNIT. THE PHYSICAL SETTING AND STAFF ARE DESCRIBED. A REFERENCE LIST OF 10 ITEMS IS INCLUDED. (RS)
Descriptors: College Students/ *Counseling/ Counseling Effectiveness/ *Emotionally Disturbed/ *Exceptional Child Research/ Group Living/ Group Therapy/ Mental Health/ Milieu Therapy/ Rehabilitation Counseling/ Therapeutic Environment
Identifiers: KANSAS STATE UNIVERSITY

ED012475 CG000245
COMMUNITY INVOLVEMENT IN THE REHABILITATION PROCESS--A REPORT ON THE COVE PROGRAM.
WORLEY, BERT H.
20MAR67 14P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
THE COMMUNITY-ORIENTED VOCATIONAL EDUCATION PROGRAM (COVE) USES THE COMMUNITY AS A VOCATIONAL REHABILITATION RESOURCE BY PROVIDING OPPORTUNITIES IN BUSINESS AND INDUSTRY FOR THE HANDICAPPED. THE HANDICAPPED BECOME PRODUCTIVE, LEARN WORK SKILLS, AND COLLECT VOCATIONAL INFORMATION THROUGH JOB SAMPLING. THE CONTRIBUTING EMPLOYERS PROVIDE GUIDANCE, SUPERVISION, AND EVALUATION REGARDING THE CLIENT'S POTENTIAL FOR THE WORK BEING SAMPLED. THE COVE PROCESS IS BASED ON THE NEEDS OF THE LONG-TERM, DEPENDENT HANDICAPPED WHO BELIEVE THEY HAVE NO PLACE IN COMPETITIVE SOCIETY. THEIR DEPENDENCY REQUIREMENTS ARE SO GREAT THAT COVE ESTABLISHED SHELTERED LIVING SITUATIONS SUPERVISED BY COUNSELOR-AIDES. IN ADDITION TO VOCATIONAL EXPLORATION, THE HANDICAPPED ARE ASSISTED IN DEVELOPING SKILLS IN SOCIAL LIVING. AFTER THE CLIENT HAS MADE A REALISTIC VOCATIONAL CHOICE AND HAS SALABLE SKILLS, THE STAFF ASSISTS HIM IN SECURING EMPLOYMENT AND A SUITABLE LIVING SITUATION. FEEDBACK INFORMATION TO CONTRIBUTING EMPLOYERS IS A VITAL FACTOR IN THE PROGRAM. EMPLOYERS BEGIN TO REALIZE THAT THE HANDICAPPED ARE REAL PEOPLE AND NOT FACELESS STATISTICS. THE COMMUNITY OFFERS MOST OF THEIR SERVICES WITHOUT CHARGE, MAKING THE EFFORTS OF THIS REHABILITATION PROGRAM COST LESS THAN MOST. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 20, 1967). (AO)
Descriptors: *Adult Vocational Education/ Community Involvement/ *Controlled Environment/ Counseling/ *Employer Attitudes/ Employment Experience/ Feedback/ *Handicapped/ Research Projects/ Speeches/ *Vocational Rehabilitation
Identifiers: AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION/ COMMUNITY ORIENTED VOCATIONAL EDUCATION PROGRAM (COVE)/ DALLAS

ED011422 EC000139
THE ACADEMIC ADVISEMENT OF DISABLED STUDENTS. INSTITUTE PROCEEDINGS (SYRACUSE UNIVERSITY, JUNE 16-18, 1965).
COCHRANE, HORTENCE S. ; AND OTHERS
Syracuse Univ., N.Y. School of Social Work.
18JUN65 73P.
EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
SPEECHES AND REPORTS FROM AN INSTITUTE ON HIGHER EDUCATION FOR PHYSICALLY HANDICAPPED STUDENTS ARE PRESENTED. THE INSTITUTE WAS SPONSORED BY THE ALL-UNIVERSITY REHABILITATION COUNCIL AT SYRACUSE UNIVERSITY. ONE SPEECH OUTLINES THE SPECIAL PROVISIONS INCLUDING ADMISSION, PLACEMENT, AND COUNSELING SERVICES FOR HANDICAPPED STUDENTS AT THE UNIVERSITY OF MISSOURI. ANOTHER BRIEFLY SURVEYS THE NUMBERS OF HANDICAPPED STUDENTS IN COLLEGES AND UNIVERSITIES AND TYPES OF PROVISIONS MADE FOR THEM. DISTINCTION IS MADE BETWEEN THE RESPONSIBILITIES OF THE UNIVERSITY AND THE RESPONSIBILITIES OF THE HANDICAPPED STUDENTS. REPORTS SUMMARIZE OTHER SPEECHES ON ARCHITECTURAL BARRIERS, TRENDS IN HIGHER EDUCATION, AND MEDICAL ASPECTS. REPORTS ALSO SUMMARIZE THE WORKSHOP SESSIONS OF STUDENT PERSONNEL ADMINISTRATORS, HOUSING OFFICERS AND CAMPUS PLANNERS, MEDICAL OFFICERS, AND UNIVERSITY COUNSELORS. APPENDIXES INCLUDE A COPY OF THE INSTITUTE PROGRAM, NAMES AND ADDRESSES OF THE PARTICIPANTS, A 20-ITEM ANNOTATED BIBLIOGRAPHY, AND A LIST OF EIGHT SOURCES OF RESOURCE MATERIALS. (MY)
Descriptors: Admission (School)/ Colleges/ Counseling/ *Handicapped/ *Higher Education/ Physical Facilities/ *Physically Handicapped/ *Special Health Problems/ Universities/ *Visually Handicapped
Identifiers: SYRACUSE/ SYRACUSE ALL UNIVERSITY REHABILITATION COUNCIL

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ED011396 CG000092
MOTIVATING AND EDUCATING THE STUDENT LIVING IN A POOR NEIGHBORHOOD. A SCHOOL-FAMILY APPROACH.
ZWEIBELSON, I.
JUN65 123P.
EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
THE NEW ROCHELLE TALENT SEARCH PROJECT ATTEMPTED TO INVOLVE PARENTS AND STUDENTS IN A FAMILY COUNSELING PROGRAM IN ORDER TO STIMULATE MOTIVATION FOR IMPROVED SCHOOL PERFORMANCE AND IMPROVED PLANNING FOR THE FUTURE. THE REPORT SUMMARIZES 6 YEARS OF EXPERIENCE, EXPERIMENTATION, AND STUDY, AND IS A COMPILATION OF THE FINDINGS OF SIX DIFFERENT PROJECTS WITH A COMMON SET OF PURPOSES AND GOALS. FOR THE PRELIMINARY SURVEY, A SAMPLE CONSISTING OF 81 NINTH-GRADE STUDENTS FROM POOR NEIGHBORHOODS WERE GIVEN THE DIFFERENTIAL APTITUDE TESTS (DAT), AND THEIR PARENTS WERE INTERVIEWED BY A COUNSELOR USING A STANDARD INTERVIEW SCHEDULE TO OBTAIN DATA ON FAMILY STATISTICS, STUDENT CHARACTERISTICS, AND PARENTS' OPINIONS. THE FAMILIES OF 40 YOUNGSTERS WHO RECEIVED HIGH DAT SCORES PARTICIPATED IN A PROGRAM CONSISTING OF AN "INTAKE" INTERVIEW, AN ORIENTATION SESSION, ONE TO SIX INDIVIDUAL CONFERENCES, AND SEVEN GROUP SESSIONS. TALENT SEARCH PROJECTS FOR THE FOLLOWING 4 YEARS CONTINUED TO UTILIZE THE SAME GENERAL PROJECT APPROACH. PROGRAM RESULTS AND PROGRAM EVALUATION ARE DISCUSSED AND BIBLIOGRAPHIES, PARENTAL INTERVIEW SCHEDULES, TABLES, AND EVALUATION SHEETS ARE INCLUDED IN THE REPORT. (PS)
Descriptors: •Academic Achievement/ Aptitude Tests/ Bibliographies/ Counseling/ •Disadvantaged Youth/ Family School Relationship/ •Gifted/ Interviews/ •Parent Counseling/ Program Evaluation/ Questionnaires/ Tables (Data)
Identifiers: NATIONAL DEFENSE EDUCATION ACT/ NDEA TITLE V A/ NEW ROCHELLE/ NEW ROCHELLE TALENT SEARCH PROJECT

ED010926 EC000065
RETARDED YOUTH--THEIR SCHOOL-REHABILITATION NEEDS. FINAL REPORT.
DENO, EVELYN ; AND OTHERS
Minneapolis Public Schools, Minn.
MAR65 166P.
EDRS PRICE MF-$0.76 HC-$8.24 PLUS POSTAGE
A 4-YEAR REHABILITATION PROJECT, DEVELOPED TO INVESTIGATE MEANS OF ALLEVIATING DEFICIENCIES IN SCHOOL-REHABILITATION SERVICES, IS DESCRIBED. THROUGH A SERIES OF RESEARCH REPORTS AND DEMONSTRATION PROJECTS THIS STUDY EVALUATED PROGRAMS PREPARING ADOLESCENT MENTALLY RETARDED FOR EMPLOYMENT, AND AT THE SAME TIME FACILITATING COORDINATION OF COMMUNITY SERVICES AND OFFERING BASIC INFORMATION AND TECHNIQUES. SUBSTUDIES PROVIDE A DESCRIPTION OF THE POPULATION SERVED THROUGH THE PROJECT. FOLLOWUP DATA ON FORMER SPECIAL CLASS STUDENTS PROVIDES INFORMATION ABOUT WORK HISTORIES, HEALTH, SEX, RACE, AND THE USE OF VOCATIONAL AND REHABILITATION SERVICES BY THOSE CLIENTS. IN ADDITION TO THE DATA REGARDING CHARACTERISTICS, PROBLEMS, AND POTENTIAL OF THE POPULATION SERVED, DESCRIPTIONS OF THE TRAINING AND GUIDANCE PROGRAMS ARE PROVIDED. IMPLICATIONS IN TERMS OF DIAGNOSIS, ADEQUACY OF EXISTING FACILITIES, ATTAINABLE GOALS, AND THE CURRICULUM ARE REPORTED. (JW)
Descriptors: Adolescents/ •Community Services/ Counseling/ •Educable Mentally Handicapped/ •Rehabilitation Programs/ •Special Education/ Student Evaluation/ •Vocational Education
Identifiers: MINNEAPOLIS

ED001314
TEACHING THE TALENTED.
HALE, R. NELSON
Slippery Rock State Coll., Pa.
64 62P.
EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
THE 1964 WORKSHOP ON THE ACADEMICALLY TALENTED AT SLIPPERY ROCK STATE COLLEGE WAS GIVEN GRADUATE CREDIT. THE PARTICIPANTS OF THE SESSION WROTE ARTICLES ON THE PROCEEDINGS THAT WERE COMPILED INTO A BOOKLET TO HELP ADMINISTRATORS AND TEACHERS DEVELOP EDUCATIONAL PROGRAMS FOR THE GIFTED. ONE OF THE AREAS DISCUSSED WAS IDENTIFICATION. SOME OF THE CRITERIA SUGGESTED INCLUDED GROUP TESTS, READING READINESS, AND APTITUDE TESTS. ANOTHER AREA, CREATIVITY, INVOLVED FOUR STEPS--AWARENESS OF SENSITIVITY TO AN AREA OF KNOWLEDGE, ORGANIZATION OF INFORMATION, ILLUMINATION OR DEVELOPMENT, AND EVALUATING AND SETTING OF NEW GOALS. IN REGARD TO COUNSELING GUIDANCE, THE ROLES OF THE TEACHER AND PARENT SHOULD BE DEALT WITH AS WELL AS THAT OF THE PUPIL. ADMINISTRATION OF PROGRAMS INCLUDED SEGREGATION, PARTIAL SEGREGATION, ACCELERATION, AND ENRICHMENT. TWO PROGRAMS DESCRIBED WERE THE COLFAX PLAN AND THE CLEVELAND MAJOR WORKS CLASSES. THE COLFAX PLAN PLACED GIFTED CHILDREN IN WORKSHOPS FOR HALF A DAY AFTER ATTENDING HETEROGENEOUS HOMEROOMS. THE CLEVELAND MAJOR WORKS CLASSES SEGREGATED GIFTED PUPILS FOR EVERYTHING EXCEPT SUCH ACTIVITIES AS PHYSICAL EDUCATION, ORCHESTRA, AND CLUBS. SUGGESTIONS FOR TEACHING CREATIVE WRITING AND DRAMA, LANGUAGES, MATHEMATICS, READING AND ENGLISH, SCIENCE, AND SOCIAL STUDIES WERE GIVEN.
Descriptors: Counseling/ •Creativity/ Curriculum Development/ •Gifted/ •Identification/ Special Classes/ Special Education/ •Talented Students/ Tests
Identifiers: CLEVELAND MAJOR WORKS CLASSES/ COLFAX PLAN/ PENNSYLVANIA/ •PROGRAMED DEVELOPMENT/ SLIPPERY ROCK

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ED001148
HANDBOOK FOR ENHANCED INDIVIDUAL LEARNING PROGRAM.
JONES, G. BRIAN
Fremont Union High School District, Sunnyvale, Calif.
APR64 35P.
EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
THE FREMONT UNION HIGH SCHOOL DISTRICT'S PROGRAMS' AIMS WERE TO IDENTIFY GIFTED STUDENTS, ENCOURAGE THEM TOWARD MAXIMUM INTELLECTUAL GROWTH, CHALLENGE THEM BY ENRICHING THEIR LEARNING EXPERIENCES, REQUIRE OF THEM MORE SELF-DIRECTION, AND HELP THEM DEVELOP A GROWING UNDERSTANDING OF THEIR OWN CAPABILITIES AND MAJOR INTERESTS. IDENTIFICATION OF THE STUDY SHOULD BE BY A SCORE OF 130 OR ABOVE ON AN INDIVIDUAL INTELLIGENCE TEST AND BY A SCORE AT OR ABOVE THE 98TH PERCENTILE ON GROUP INTELLIGENCE OR ACHIEVEMENT TESTS. THE PROGRAM SHOULD BE LIMITED TO 3 PERCENT OF THE PARTICIPATING MINORS, BY JUDGMENTS OF TEACHERS AND SCHOOL ADMINISTRATORS. THE ROLE OF THE COUNSELOR WAS IMPORTANT, BECAUSE HE INITIATED, ORGANIZED, REGULATED, AND SUSTAINED THE PROGRAM. HE SHOULD KEEP RECORDS FOR EACH CHILD. THE TYPES OF STATE-IDENTIFIED PROGRAMS INCLUDED ENRICHMENT IN THE REGULAR CLASSROOM, CORRESPONDENCE COURSES OR SPECIAL TUTORING, AND PLACEMENT IN ADVANCED GRADES OR CLASSES. ALSO RECOGNIZED WERE ATTENDANCE IN COLLEGE CLASSES AND SPECIAL COUNSELING OR INSTRUCTION OUTSIDE REGULAR CLASSES. CERTAIN PROCEDURES SHOULD BE CARRIED OUT FOR EACH STUDENT. HE SHOULD GIVE HIS CONSENT AND HE SHOULD HAVE A SPONSORING COMMITTEE. ALSO, INDIVIDUAL CASE STUDY RECORDS SHOULD BE KEPT ON HIM. SOME SUGGESTIONS FOR SPECIFIC ACTIVITIES IN ENHANCING THE INDIVIDUAL LEARNING PROGRAM INCLUDED SPECIAL COUNSELING, A TEACHER-STUDENT PROJECT, INDIVIDUAL STUDY, AND STUDENT SEMINARS. ALSO IMPORTANT WERE PERSONAL CONTACTS, FIELD TRIPS, AND SPECIAL SCHOOL FACILITIES. A BIBLIOGRAPHY AND FORMS WERE INCLUDED.
Descriptors: *Accelerated Programs/ Counseling/ Enrichment Experience/ *Gifted/ High School Students/ *Individual Development/ *Intellectual Experience/ *Teaching Guides
Identifiers: SUNNYVALE

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